

The Newark Public Schools



1998-99 STRATEGIC PLAN ANNUAL REPORT

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INTRODUCTION

This school year in the Newark Public Schools was one of continued progress in the instructional but less so in the operational areas. Nevertheless, the district continued to build capacity in both areas as many of the strategies in the 1998-1999 Strategic Plan were documented as successful. In those areas where benchmarks were not met, the district has begun the process of re-evaluating strategies for effectiveness.

Although attendance rates through December 1998 continued to increase, the overall year saw a slight decrease. The district failed to meet its established benchmarks by 1.5 and 2.3 percentage points at the elementary and secondary levels, respectively. However, although the attendance rate at the secondary level was below the benchmark, the rate was comparable to the 1997-1998 school year. Also, at the elementary level, the state mandate of 90% attendance was surpassed. Further, the 90.5% attendance rate for the year represents the third best attendance performance in thirty (30) years.

The increase in HSPT scores is indicative of the progress in mathematics and writing. Fifty-seven percent (57%) of eleventh grade students passed the math portion of the HSPT. Although the district fell short of the math benchmark by one percentage (1%) point, there was a seven (7) point gain.

In writing, the district exceeded the benchmark by two and seven-tenths percentage points (2.7%). To address the decline in reading and to boost scores in the other subject areas, the district will analyze the test scores and revamp programs to meet student needs.

The HSPT reading scores declined by 10.5 percentage points this school year. Training in Language Arts Literacy was not as strong as it was, for example, in writing and mathematics. The absence of a strong staff development program was particularly problematic for the secondary schools. Historically, high school teachers are not trained in reading and reading across the disciplines. Consequently, they had difficulty infusing reading into the content areas. Structured staff development activities, with follow-up, need to be emphasized. In addition, the secondary schools did not benefit from the services of the Director of Language Arts Literacy, who, during the year, focused on the elementary schools.

The eighth grade algebra initiative has produced additional teachers who are qualified to teach algebra in the eighth grade. The college-level courses provided middle school mathematics teachers with an intense development of the concepts and skills of mathematics, classroom techniques of presentation and implementation consistent with the recommendations of the National Council of Teachers of Mathematics, and integration of technology into the mathematics classroom.

The Office of Instructional Technology in collaboration with the Office of Planning, Evaluation and Testing has developed a research model to measure if staff

development has led to the regular use of technology and has had an impact on student achievement. The district developed an "Index of Technology Implementation". This index will be administered in the fall and spring. The data will be used to measure how technology is used and the efficacy of its use.

Operations had as its immediate concern, the merging of Human Resource Services, Financial Services and Payroll. The completion of phase one, the installation of base software to pay employees accurately and timely, was completed October 30 1998. All subsequent payrolls were generated using the new software.

Replacement of the district's HR/Payroll system was the most urgent need identified in the district's Information System Plan. The implementation effort began in the 1998-99 school year, with the offices of Information Services, Human Resources, and Financial Services collaborating on the implementation effort. A request for proposal was issued and after a thorough review a contract was awarded to PeopleSoft. The district also engaged a consulting firm, BIT, to tailor the software to meet the NPS business requirements.

The initial implementation phase was completed and the district switched over to the new system at the end of October, 1998. Serious problems and concerns however, continue to plague the new system. To date the vendor has not been able to develop project plans or to adhere to schedules to deliver finished products as prescribed by contract. Significant Payroll errors also continue to occur, resulting in confusion, disruption, employee distress and the need for corrective actions, taking time away from other essential tasks. The district is currently reviewing various corrective options, including the possibility of a change in vendors. The district is further reviewing the capacity of the Payroll office to implement an effective integrated system. It is expected that that review will result in a corrective plan that will include staffing, training and support.

Replacement of the district's Financial system is proceeding more smoothly, although not without some areas of concern. The solicitation has been completed and a vendor selected and contracted. The critical milestone for this project is being able to replace the existing system prior to January 1, 2000. This implementation appears to be progressing according to plan. Core general ledger and primary ledger functionality, as well as year 2000 (Y2K) compliance are scheduled to be implemented by November 1, 1999. The other functional areas, including the asset management and inventory modules, are scheduled for implementation by February 2000.

The primary short-term concern in this area relates to the capacity of the district to define its requirements for budget development and administration in the context of the new software. Many of the functions that must be incorporated into the system currently exist as only ad hoc procedures. Additionally, the financial system must be capable of meeting State mandates regarding the establishing of self-contained school budgets as part of Whole School Reform. The district has established a steering committee that meets biweekly to identify and resolve these issues, in collaboration with the vendor, in a timely and efficient manner.

The district's first Strategic Plan recognized the importance of parental and community development and worked to develop initiatives that would increase parental involvement in schools and prepare parents for the return to local control. The district initiated a comprehensive program to increase partnership in every school. Collaboration and agreements with public and private community agencies and organizations significantly increased and improved services to students and families. The Newark Public Schools worked very closely with institutions and organizations, encouraging and facilitating the provision of services for our students.

All benchmarks set for Parent and Community Development were met. With respect to funding, the district significantly exceeded its benchmarks.

The role of the Advisory Board has expanded as outlined in the Strategic Plan and includes participation and decision-making in the areas of Curriculum, Legal, and Finance. No members of the Advisory Board were involved in an election process, but instead nine (9) were appointed to serve, three of whom will vacate their positions after one (1) year, when elections will be held.

Overall, significant progress has been made and many benchmarks have been met. The district is encouraged that test scores will continue to improve as a result of the dedication and commitment of the hard working Newark community.

1.1 Attendance Rate Benchmarks

BENCHMARKS	1995-96	1996-97	1997-98	1998-99 BENCHMARKS	1998-99 ACTUAL	DIFFERENCE
ELEMENTARY	91.7	92.5	93.1	94.0	92.5	-1.5
SECONDARY	80.3	82.1	83.6	86.0	83.7	-2.3

Although the District's overall attendance rate of 90.5 exceeded the state monitoring standard, the District failed to meet its established benchmarks by 1.5 and 2.3 percentage points at the elementary and secondary levels, respectively. However, although the attendance rate at the secondary level was below the benchmark, the rate was comparable to the 1997-1998 school year. Also, at the elementary level, the state mandate of 90% attendance was surpassed. Overall, the District's attendance rate of 90.5 for the year represents the third best attendance performance in 30 years.

1.2 EVALUATION OF STRATEGIES

Strategy Description: Maintain and improve attendance in elementary and secondary schools.

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Successful: Yes No XX

The overall attendance rate was negatively impacted by the low rate for the month of June. The district has initiated a number of steps to correct this problem. For example, at the secondary level, in an attempt to have attendance correctly recorded, attendance counselors have been working with each school to assist with their tardy programs. Through this collaborative effort, the attendance counselors reviewed data, identified chronic tardiness problems and counseled students throughout the year. In addition to identifying, counseling and motivating students, the attendance counselors have been helping to ensure the accuracy of attendance data.

The supervisor of attendance visits each secondary site 4-6 times to review the attendance plans and provide assistance. Some of the strategies implemented include the following:

- Structured meetings of attendance committee to continually monitor attendance and modify strategies when necessary.
- Monthly review of attendance statistical data and the use of the data to target problems.

The district has been involved in reviewing a Student Information System, which will allow more accurate recording of data. During the 98-99 school year, attendance counselors were provided with training in the use of the computer to help maintain better data. This data was used to track patterns and monitor attendance. Although the attendance counselors used the data to identify problems the schools were not able to initiate group counseling sessions this year. However, the Office of Attendance continues to work with the Office of Guidance to plan such sessions.

Attendance data and the implications of the data were shared with administrators, staff and students. The attendance committee also used this data. During the 98-99 school year, the Truancy Task Force worked to develop a program for "repeaters." The program is being reviewed and will be implemented this year.

The District Attendance Improvement Committee met quarterly. Based on the data the committee has decided to actually monitor and support schools that have not exhibited significant progress.

This year, in addition to March and May, the district expanded "Perfect Attendance Month" to include June because of lower attendance rates. A poster contest was held. Students received recognition and bonds at the Advisory Board meeting.

Each school has its own incentive program. In addition, the district sponsored a poster contest, pins, certificates and other incentives.

1.3 AREAS OF MODIFICATIONS 1999-2000

In order to ensure the accuracy of information regarding school closings, the district intends to restructure procedures and clarify closing procedures with the media. With respect to the drop-off in attendance during the month of June, similar strategies which have been used to improve upon attendance in the months of March and May will continue to be employed to improve attendance for this month. These include early identification of students with chronic tardiness problems and expansion of attendance improvement incentive programs. Further, in order to improve upon September's attendance rates in the secondary schools, the District will expand the use of technology to ensure the accurate and timely reporting of transition data between the elementary and secondary schools. Group counseling sessions with secondary students with chronic attendance problems will be implemented.

SECONDARY REFORM

HIGH SCHOOL PROFICIENCY TEST (HSPT11)

2.1 HSPT BENCHMARKS

PERCENTAGE OF STUDENTS PASSING

HSPT11 IN 1996,1997, 1998, 1999

	1995-1996	1996-97	1997-98	BENCHMARK 1998-99	1998-99	DIFFERENC E
READING	60.6%	60.5%	63.3%	64.0%	53.5%	-10.5
MATH	59.8%	62.1%	50.0%	58.0%	57.0%	-1
WRITING	66.9%	63.0%	61.1%	63.0%	65.7%	+2.7%

Table 1 presents the 1999 cumulative percent of students passing the HSPT11 in Reading, Math and Writing relative to the previous two years as well as the established benchmarks. The Table reveals that in Reading the 1999 passing rate was 53.5%, in Math 57% and in Writing 65.7%. The district exceeded the writing benchmark by 2.7 percentage points, fell short of the math benchmark by 1percentage point in spite of a 7 point gain, and failed to meet the benchmark in reading by 10.5 percentage points.

2.2 EVALUATION OF STRATEGIES

A combination of methodologies was used to evaluate the relative success of the various strategies that were associated with the HSPT benchmarks. A focus group was held with all the secondary schools, the purpose of which was to obtain information on implementation issues related to the various HSPT11 initiatives. Second, information shared from the focus group was conjoined with other sources of data derived from the school audits, monthly reports submitted by the principals and school visitation reports provided by the SLT staff. Determination as to whether a specific strategy was successful was based on a comprehensive review of the data. A discussion of each strategy is presented in the ensuing pages.

2.2.1 Strategy Description: Core Curriculum Content Standards
 Conduct individual school audits of course offerings and programs of study.

Page in Plan: p. 17

Successful:	Reading	Yes <u>XX</u>	No <u> </u>
	Mathematics	Yes <u>XX</u>	No <u> </u>
	Writing	Yes <u>XX</u>	No <u> </u>

Explanation: Guidance audits of 12th grade cumulative folders were conducted at every high school. The baseline data gathered from these audits strongly suggests that students lack course offerings, which would contribute to success on the HSPT. This strategy has been judged as successful because it provided data for future planning.

Some of the indicators were:

- High school records were not consistent in grades 9-12 across the district.
- High school programs of study differed in the core content courses offered. The comprehensive high schools' program of study included few honors, advanced placement and concurrent college courses.
- Those comprehensive schools, which did offer honors and advanced placement courses, enrolled very few students in these courses.
- Remedial students were not reassessed from year to year in the comprehensive schools, as indicated by their schedule of courses.
- Multiple measures were not used in all schools to determine placement of remedial students in higher-level core content courses.

2.2.2 Strategy Description: Core Curriculum Content Standards
Upgrade programs of study to align with Core Curriculum Content Standards.

Page in Plan: p. 17

Successful:	Reading	Yes	_____	No	<u>XX</u>
	Math	Yes	<u>XX</u>	No	_____

Explanation: This strategy was successful in math and writing, but not in reading. In math, an analysis of report grades and district midterm examinations indicated poor student performance in Algebra I. As a result, the research-based "I Can Learn" Algebra I computerized program, cited as exemplary by the United States Department of Education, was implemented at Weequahic High School and West Side High School. Training was provided for the teaching staffs at these two schools and students were scheduled into the computer lab. Further, juniors who scored between 250-299 on the fall HSPT were also scheduled into the "I Can Learn" lab. Part of the success in Math can be partially attributed to this program as evidenced by the improvement of Math scores at these two schools.

Second quarter report card grades for students enrolled in regular algebra classes were compared to third quarter report card grades for students rescheduled into the "I Can Learn" lab. There was a 20% increase in the passing rate of the "I Can Learn" students, demonstrating significant student improvement.

The "*I Can Learn*" Algebra I program was installed at University High School during the latter part of school year 1998-99. Teachers were trained, and the program was implemented for one month before the close of the school year. The program will be fully functional at the beginning of school year 1999-2000.

Plans for expanding "*I Can Learn*" are underway for next year. Shabazz will incorporate it into their whole school reform model.

Barringer High School had a 19 point gain on the HSPT. The gain can be attributed to several factors including:

- The Sylvan program services students in grades 9-12. Analysis of HSPT math scores indicated bilingual students benefited more from the program than the general population.
- The grade marks analyses at the end of each marking cycle were reviewed by the principal and department chairpersons. Teachers were required to write intervention plans to remediate students' deficiencies.
- As part of the school's HSPT Plan, 11th and 12th grade student data were reviewed and tutorial services were provided for at-risk students.
- Compu-Tech Academy, one of the small learning communities Barringer is developing as part of its whole school reform plan, has a math focus. Students apply for admission, are closely monitored for attendance and behavior, and have a double block for math.

Nevertheless, Barringer has included the cost of the "*I Can Learn*" program in its DEPA plans.

Plans for follow-up professional development activities are planned for math teachers at University, West Side and Weequahic. Shabazz and Barringer teachers will receive initial and on-going professional development once *I Can Learn* is funded and installed in their schools. In addition, professional development will focus on aligning the software to the district's curriculum.

The *Pacesetter English* Program did not lead to success in Reading because it never went into the implementation stage. Much preliminary work has occurred in preparation for next school year. Specifically, representatives from the College Board were invited to present an overview to a cross representation of staff, including teachers, school administrators and district level administrators.

2.2.3 Strategy Description: Core Curriculum Content Standards

Teachers will receive training in areas such as interdisciplinary planning, teaching within a block, and cooperative learning.

Page in Plan: p. 17

Successful:	Reading	Yes___	No <u>XX</u>
	Math	Yes <u>XX</u>	No___
	Writing	Yes <u>XX</u>	No___

Explanation: HSPT workshops were conducted in each of the core content areas: English, math, science, social studies and health. Supervisors from the district's Department of Planning, Evaluation, and Testing, department chairpersons, and teachers presented HSPT data on the skill clusters, instructional strategies, and use of rubrics in performance-based multiple assessments. In addition, participants reviewed strategies, which focused on the integration of materials across the disciplines. For example, writing strategies were emphasized and applied across the curriculum through school-based HSPT action plans. The emphasis on writing was content specific and relevant to core curriculum standards. During HSPT inservice sessions, conducted in each of the core content areas for 11th grade teachers, student assessment practices were covered. Rubrics were used as a tool to engage students in activities that required writing, editing, and assessing.

However, the training in Language Arts literacy was not as strong as it was for mathematics or writing. Although reading is not taught as a separate subject in high school, the skills for reading different types of text are infused in the core proficiencies. Therefore, the lack of strong training in this area posed some problems.

Historically, high school teachers are not trained in reading and reading across the disciplines. Therefore, structured professional development activities, with follow-up, need to be part of each school's action plan. Unfortunately, SLT II was unable to benefit from the services of the Director of Language Arts Literacy in the Department of Teaching and Learning whose major focus this year was the elementary schools. SLT II did provide workshops, which were conducted by professional staff developers, for department chairpersons on effective lesson plans, supervising instruction and classroom management, and using rubrics for assessment. Department chairpersons were to turnkey this information to their staffs during their monthly staff meetings. In addition, SLT II scheduled monthly workshops for new teachers to the district. The focus of these workshops was on the core curriculum content standards, writing lesson plans, HSPT preparation, classroom management, development of rubrics for open-ended questions, essays, and student assessment, and the district's school-to-career program.

Training for the Pacesetter English program has begun. Ten teachers are being given strategies for teaching today's students. More reading activities will be required, and sustained silent reading will be incorporated as part of the school day.

In addition, social studies departments will utilize newspapers in their lesson planning. Shabazz will schedule double blocks with their ninth grade Success Academy, which will focus on reading strategies and sustained reading. Department chairpersons will focus on supervision within the content areas, providing model demonstration lessons and in-school support to increase students' reading skills across the curricula.

Next year, workshops will focus on having teachers utilize nontraditional strategies and multiple learning styles to teach reading skills. Teachers will use a variety of resources that are of high interest to students, they will design and utilize rubrics in student assessments, they will use homework assignments to evaluate learning, and they will ensure sustained reading assignments in and outside the classroom. Enrichment classes, based upon Title I guidelines, will be limited to 17 students per class so that individualized instruction can be addressed. In-class and after school tutorial support will be available. There will be continuous monitoring and immediate feedback to teachers by department chairpersons and school administrators to aid in improving the delivery of instruction and student performance. Opportunities for teachers to attend conventions and conferences will be encouraged for professional growth.

2.2.4 Strategy Description: Core Curriculum Content Standards
Monitor student progress through grade marks analysis

Page in Plan: p. 17

Successful:	Reading	Yes <u>XX</u>	No _____
	Math	Yes <u>XX</u>	No _____
	Writing	Yes <u>XX</u>	No _____

Explanation: There was an analysis of student marks at the end of each marking cycle. Teachers with high failure rates were conferenced by the principal or his/her designee as to reasons for these grades and action plans were submitted by each teacher on how they would improve student performance on the district's standardized final exams. Included in these plans were interim assessments and a focus on student assignments to ensure alignment to the standards.

The evidence showed that over three (3) cycles, grade point averages increased in the core content areas. In fact, some of the schools that demonstrated improvement on the HSPT 11 (i.e. West Side High and Weequahic High) also showed improvement in their overall GPA.

2.2.5 Strategy Description: Alternative Education

The district will provide comprehensive alternatives for the educational needs of non-classified students within their district schools and in an alternative setting as needed (i.e. Gateway Academy).

Page in Plan: p. 19

Successful:	Reading	Yes___	No <u>XX</u>
	Math	Yes___	No <u>XX</u>
	Writing	Yes___	No <u>XX</u>

Explanation:

WEST KINNEY ALTERNATIVE HIGH SCHOOL

West Kinney Alternative High School underwent a major restructuring this year. Whereas there were three programs in place at the school in previous years, another entire school program was phased-in at the school this year.

West Kinney now has four distinct programs: SOS, Project Opportunity, Delta and Redirection (the new program). Each program provides services to students within an alternative setting while housed separately within one building. Each program has its own coordinator. Under the direction of West Kinney's newly appointed principal this year, the progress at West Kinney were more clearly defined and services to students were integrated instead of being separate and distinct in order to foster a more cohesive and positive school climate. Teachers will now have an opportunity to interact with students from more than one program.

Although its impact on HSPT scores was not successful, however the goal of providing an alternative setting was accomplished. This year was a rebuilding year, although the school did have some success in writing on the HSPT. It is expected that performance gains will increase as the academic program is strengthened.

GATEWAY ACADEMY

A leased building was secured for Gateway Academy. However, the renovations proved to be more extensive than anticipated. Renovations have been completed, furniture and materials have been ordered and received; and the director and staff have been identified and hired.

The program component has been planned and will include:

- Core academic subjects
- Counseling
- Parole officer intervention
- Cooperative relationship with juvenile justice system
- School-to-career component

Although the program did not start during the school year, the summer component will begin in July and will be temporarily housed at West Kinney Alternative High.

Gateway Academy will officially open in September 1999. Students, who will be referred from the court system, as well as SLT II, will be enrolled. Each student will have a contract and an individual education plan. The school will open with approximately 50 students. During the year this number will increase to 75 students.

2.2.6 Strategy Description: Integrate technology into the secondary instructional program. Each school will have a Technology Master Plan that addresses the acquisition of necessary equipment, maintenance, and infrastructure.

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Successful: Yes XX No

Explanation: The district has a master plan that addresses the acquisition of necessary equipment, maintenance and infrastructure. This master plan was developed using the information from each of the schools obtained from questionnaires, surveys and some planning information. The strategy should not have indicated a master plan from the schools, but a district plan with information from the schools. Nine secondary schools are completely networked with multiple labs connected to the media center. The Internet is accessible from every station. The remaining secondary schools have computer labs and access to the Internet from the media center and the computer lab. Technology is a component of the School-to-Careers offerings in Office Systems and Career Exploration classes. ITV (interactive television) studios function at University and Technology High Schools. TV (television) studios are being implemented at Shabazz and Arts High Schools. "I Can Learn" algebra labs are functioning at University, West Side and Weequahic High Schools.

In order to achieve the integration, the district is providing staff development and on-site support to assist teachers. During the 98-99 school year, technology teachers were hired for the first time at every secondary school. These teachers have been working with the content area teachers. Most of the schools concentrated on integrating technology into the area of writing. Although no specific studies were done based on the use of technology, writing scores in the secondary schools improved.

2.2.7 Strategy Description: Integrate technology into the secondary instructional program.

Each school will include a professional development component in the Technology Master Plan. Each school will have access to an instructional technology coordinator.

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Successful: Yes XX No

Explanation: Technology coordinators participated in specific application-based staff development. They, in turn, provided staff development to content area teachers. A multi-level approach was used to augment what the technology coordinators provided. During the 1998-99 school year, 1647 teachers participated in training sessions. Many of these teachers participated in multiple sessions. The total of reported staff development sessions is 1271.

Topics covered during staff development sessions included: use of the network, integration into the curriculum, multimedia presentations, problem-based learning projects, use of tables and charts, use and creation of journals, stock market tracking, term paper planning, desktop publishing, Internet searches, email, search engines, Logal for science and math, SAT preparation, math application, file management, and all aspects and levels of Office 95, including PowerPoint.

Teachers used their newly acquired skills in many ways. Some examples are the following:

- Social studies classes at Weequahic used the Internet to research topics such as the large salaries earned by athletes. They used the data to present for and against" arguments. The project culminated in an activity that included an interview with an athlete where students asked questions based on their research.
- Students at West Side and Science High Schools collaborated on a science/social studies project. The students used the Internet to research facts they needed to plan a site for an outdoor education program. The students worked in teams and communicated using e-mail. The two teams met in June and each did a PowerPoint presentation summarizing their work.
- All of the seniors at East Side and Science High Schools developed PowerPoint presentations as one component of their English classes.
- Six (6) high schools developed and maintained Web sites.

In summary, this past year, the District integrated technology into the secondary instructional program. Technology coordinators were trained in computer skills. They turnkeyed information to teachers and students. Students benefited from the skills they learned and the projects they completed clearly demonstrated their mastery. As a result, school year 1998-99 must be viewed as a "start up" year. During the 1999-2000

school year, it is expected that there will be data to substantiate the successful impact of technology on HSPT performance.

2.2.8 Strategy Description: Staff Development

Provide principals with in-service on high school reform initiatives and effective implementation. Encourage principals to join state and national professional organizations.

Page Plan: p. 20

Successful: Yes XX No ____

Explanation: Research on school improvement clearly focuses on the importance of the principal as an instructional leader and facilitator of change. Research argues that strong leadership from the principal is the single most important factor in schools that work, further, good principals pay attention to curriculum and teaching.

In an attempt to build principal capacity and prepare secondary principals for their role as facilitators of high school reform initiatives, staff development opportunities were planned by the Assistant Superintendent of Secondary Schools. Examples of these opportunities included:

- A Whole School Reform Retreat: Principals attended a two-day retreat. Nancy Mohr, a noted researcher on WSR, was guest speaker. Principals engaged in team building activities, explored the components of WSR and began the task of building teams at their schools.
- Monthly principals' meetings focused on a professional book study ("*Kids and School Reform*" by Pat Wasley) which was the catalyst for discussion and reflection related to their practices as school site administrators and the perceptions of teachers and students about learning. Other sessions included topics on:
 - Technology (Dan Thomas, presenter)
 - Dynamic Leadership: Strengthening Our Skills as Instructional Leaders (Katie Rovaris & Melba Venison)
 - SMT training and CTAC Surveys
 - School-to-Career Initiatives (Principals' roles in guiding counselors)
 - Upgrading Programs of Studies
 - Special Education Decentralization
 - Curriculum Instruction
 - Pacesetter English and Pacesetter Mathematics (Dr. Stephen Green, National Director of Pacesetter)
 - School Safety and Security
 - Professional Book Talks

Principals attended AASA, NASSP and ASCD national conferences. They provided feedback on conference workshops and speakers. Additionally, secondary principals attended Superintendent Conferences that had as their focus presentations on Whole School Reform models.

Principals clearly demonstrated the increase in their effectiveness as leaders by monitoring, assessing and evaluating their school programs, building, staff,

community/parental involvement and whole school reform models. Data received by the Assistant Superintendent includes:

- Monthly reports
- HSPT Fall and Spring Plans
- Identification of at-risk student population
- Written responses to guidance audits
- Marks Analysis Action Plans prepared by teachers and monitored by principal
- Written reprimands for teachers with excessive absences, poor classroom performance, etc.
- Response to Whole School Reform exploratory plans with one school selecting a model
- Statistics on safety and security demonstrate a decline in violence and principals' suspensions, and an increase in attendance
- Annual report
- End of year reflection logs

2.2.9 Strategy Description: Initiate a process and strategies to comply with Abbott vs. Burke on Whole School Reform.

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Successful: Yes XX No

Explanation: The Abbott vs. Burke decision confirmed the need for many of the initiatives that had already been undertaken by School Leadership Team II prior to the 1998-1999 school year. In order to demonstrate our compliance with Whole School Reform, the newly appointed Assistant Superintendent of School Leadership Team II organized a retreat for all secondary principals and her office staff. Dr. Nancy Mohr provided the overview and orientation for faculty and staff on school reform. The outgrowth of this retreat was a year long commitment by the principals and the Assistant Superintendent to review whole school reform initiatives already begun by high schools and to review key models, attend conferences, invite speakers and to gather research on theory, best practices, and models related to whole school reform in the high schools.

A School Management Team facilitator was hired to coordinate the election of school management team members and the training of the teams. Training was conducted by district representatives and members of the PIRC–North. Monthly meetings of the school management chairs and the Assistant Superintendent were productive sessions that resolved issues that impacted upon the school management teams at their respective sites.

All secondary schools were in Cohort 3 at the beginning of the school year. The primary initiative of each school was to conduct an OAS survey. When the results of each school's survey were sent to the district, school management team members were trained in analyzing the data to assess their needs and to guide them in thinking about models and best practices conducive to their school population. During the academic year, the Assistant Superintendent invited school management teams, district personnel, PIRC members and faculty from other school districts (Paterson) to workshops at which the developers of research-based whole school reform models presented. Among these presenters were Dr. Rebecca Lupkin on Coalition of Essential Schools, Dr. Gene Bottoms on High Schools That Work and Dr. James McPartland on the Talent Development High School Model. Malcolm X Shabazz High School adopted the Talent Development High School Model on April 6, 1999 and became our first secondary Cohort 2 school.

In addition to school management teams researching high school reform models, visiting school sites to see the models in action, and reporting their findings at monthly school faculty meetings, professional book talks at each of the monthly principals' meetings were also conducted. Dr. Patricia Wasley, author of *Kids and School Reform* presented at the initial session of the principals' meetings. The Director of the Office of Staff Development, conducted the subsequent sessions. These book talks provided a forum for principals at which they could discuss their needs and

concerns about leadership, governance, models, and school management teams. These professional book talks will be continued next year at each of the principals' monthly meetings and schools will be encouraged to do similar book talks at their sites.

The Office of Community Development and School Leadership Team II conducted a public forum for Newark's parents and community to inform them about whole school reform. It was held on Saturday, October 17, 1998, and was attended by more than 200 parents, one of the largest representations of high school parents. Continuous update to the parents and community on whole school reform has occurred through the district cable online educational program.

The high school management teams developed their whole school reform exploratory plans by December 1, 1998. These plans assessed what was currently in place at the schools and what their needs were to be in compliance with Abbott vs. Burke.

Based on series of discussions with representatives from PIRC North and the SRI teams responsible for Newark Public Schools, the Department of Teaching and Learning developed a prototype template for the Supplementary Programs Plan. In developing this template, the department identified district programs and initiatives already in place that addressed specific sections of the plan, (such as West Kinney Alternative High School in the section on Alternative Programs, and that the district had already established technology coordinators at every high school in the section on Infusion of Technology into Instruction.)

The Department of Teaching and Learning also provided technical assistance, as requested, to the district high schools in developing their Supplementary Programs Plan. SLTII assumed primary responsibility for the development of the individual school plans. In this capacity SLT II held work sessions with the schools and had ongoing interaction with PIRC North.

To summarize School Leadership Team II's compliance with the six supplemental programs:

1. The mechanism for access to health and social services was in place prior to school year 1998. The nurse at each school provided this function. However, assessment of needs at each school indicated the need for additional personnel to provide referral services for students. Consequently, for school year 1999-2000, the SAC, (Substance Abuse Coordinator, a State certificated position), an existing staff member, will coordinate and refer students to community based providers. School Leadership Team II staff and principals collaborated with district personnel in developing the district security plan. Each school subsequently developed its own school security plan that included the regular school day and security for extracurricular activities. Funding from foundations provided for peer counseling and mentoring, and a conflict resolution program will be in place at Weequahic High School next year. The district continues to pursue funding for surveillance cameras at each of our high schools. Evidence from schools equipped with cameras this year demonstrate a decrease in the number of violence and vandalism incidents. Also, the increase of principals' suspensions demonstrates zero tolerance for class interruptions that take away from instructional time. This has sent a strong message to the community that education comes first.

2. West Kinney Alternative High School is the district's alternative school for at-risk youth. This year, West Kinney increased the number of programs it housed to four with the addition of the High School Redirection program, formerly housed at its own school. Each program addresses specific students' needs. The mechanism in place for identifying students requiring referral to the district's alternative education program begins with the Pupil Resource Committee at each school. Members of this committee include the principal or his/her designee, the department chair, a child study team member, the SAC, a guidance counselor, and a parent/guardian. Additional participants may be present. The committee may recommend an alternative program at the school site, a superintendent's suspension to reschedule to an alternative program off site, a child study team evaluation, home instruction, a GED program, or a return to classes and assigned a daily progress report.
3. A director for the school-to-career program was hired this year. The director is responsible for assessing, monitoring and evaluating the programs currently in existence at the high schools, and to begin to initiate and foster more work-based and volunteer programs.
4. Partnerships with community colleges and post-secondary training programs for career development internships and mentoring programs were increased substantially for next year. Every school will have school-to-career partnerships and career paths in which students may explore their interests in courses offered at the school, at a job, or at local colleges during the school year or in the summer.
5. Every high school had a technology coordinator this school year. Training for teachers and students was ongoing for the year, as was the installation of computers and networking of the schools. Next year, every school will have at least one technology coordinator and computerized classroom. Classes will be scheduled every period so that these rooms will have maximum use. Monitoring of the core content standards and the integration of the technology into all aspects of the curriculum will be closely monitored at the school site and by School Leadership Team II to ensure appropriate professional development activities and designation of staff to implement technology activities.
6. Professional development of all building staff, including administrative, teaching, and support staff was conducted throughout school year 1998-1999. Monthly principals' meetings focused on instructional leadership activities; inservices were conducted for department chairpersons and vice principals on instructional leadership, and monthly meetings were held for new high school teachers. These meetings focused on classroom management strategies, core content standards, development of rubrics, and interdisciplinary planning. In addition, core content teachers were inserviced on HSPT strategies and new programs, such as *Pacesetter English* and *Pacesetter Mathematic*. The teachers will be trained this year for implementation of these courses next school year in ten of our high schools.

School Leadership Team II has been fortunate to have the support of its high schools and staff to accomplish all that has been accomplished this past year. The district is confident that with the groundwork has been laid this year in assessing schools' needs, in researching whole school reform models, and in implementing and improving upon supplemental programs, significant gains in student achievement next year will be reached.

2.2.10 Strategy Description: Give students an early start on preparing for the SAT through PSAT Prep Preparation.
Offer students opportunities to build Sat skills.

Page in Plan: p. 22

Successful: Yes XX No __

Explanation: In an attempt to increase the number of students taking the SATs, the district elected to start a preparation program. For this school year, the vehicle was the Gifted and Talented Program for grades seven and eight. As a prerequisite to being admitted to the John Hopkins Program, selected seventh and eighth grade students were required to take the SAT. Approximately eighty (80) students took the SAT as part of the screening process for the program. Students from the following schools were tested:

Abington Avenue School
Ann Street School
Bragaw Avenue School
First Avenue School
Lafayette Street School
Maple Avenue School
Louise A. Spencer School
Chancellor Avenue School
George Washington Carver School

Throughout the 1998-99 school year, SAT/PSAT classes were offered to Newark Public School students via Essex County College and Seton Hall University's Talent Search Program.

Additionally, the following high schools offered a SAT/PSAT course:

Barringer High School
East Side High School
Science High School

A PSAT/SAT course is being offered this summer (1999) to seventh and eighth grade students. A total of twenty (20) students have been registered from throughout the district.

Seventh and eighth grade students in the Shabazz cluster will be trained in a pilot SAT/PSAT preparation program funded by Project GRAD this summer.

To encourage more students to take the SATs, counselors provided assistance in advertising and recruiting students in grades 9-12. They also conducted meetings to inform students regarding the SAT, its purpose, importance, content and means of preparation. Group guidance sessions were conducted on test-taking strategies.

Elementary and middle school counselors held parent and student sessions on the importance of taking the SAT, starting in grades 7 and 8. All counselors encouraged and recruited students to attend SAT preparation classes.

A determination of the total numbers/percentage of seniors taking the SAT & PSAT cannot be given at this time. However, the table below summarizes the SAT results for the 1997 and 1998 school years.

SAT 1 MEAN SCORES – 1996-1997 and 1997-1998

	VERBAL			MATH		
	1997	1998	CHG	1997	1998	CHG
NEWARK	390	388	-2	405	406	+1
NEW JERSEY	497	497	0	508	508	0
NATION	505	505	0	511	512	+1

These data will be compared with 1998-1999 data when the results come to the district in the Fall.

2.3 Areas for Modification 1999-2000

Based on the analysis of the district's performance on the HSPT11, and a critical examination of the strategies outlined in the 1998-1999 Strategic Plan, a number of modifications and alternative strategies to be incorporated in the Education Plan have been proposed. These modifications affect all the content areas tested on the HSPT11; however a strong emphasis will be placed on Language Arts Literacy since this was an area in which students performed poorly.

Two crosscutting findings have emerged from the review of the past year's data as well as visitations to the secondary schools. These are the lack of a strong link to the core content standards in many classrooms and the absence of an interdisciplinary focus to instruction. Both findings speak to the need for more rigor with respect to instruction. As a consequence, the district plans to implement a number of specific strategies that will ensure that both areas are adequately redressed.

To prepare students to meet the higher standards reflected in the Core Curriculum Content Standards, the focus of professional growth in the delivery of curriculum, instruction, and assessment must be aligned with the standards and the state-designed norm-referenced tests used to determine students' success. Key strategies will include staff development activities and programs, as well as student-focused activities designed to improve performance on state assessments.

Language Arts Literacy

Guidance audits of twelfth grade students' transcripts at the comprehensive high schools revealed limited student enrollment in honors courses. The use of anthologies as the standard texts, few classroom resource centers, limited use of libraries, overall low GPAs on the grade marks analyses, and classroom and homework assignments that did not focus on reading materials that build reading stamina were observed in classroom visits. Consequently, next year's program of studies will include:

- Honors English courses
- *Pacesetter English*, a nationally recognized course which prepares students for AP English or entry level college English
- Ongoing technical support by the school administrators, SLT and Department of Teaching and Learning
- Staff development workshops on implementation of the new English curriculum, which is aligned to the CCCS, frameworks and test specifications
- Staff development workshops on designing interdisciplinary units
- Test-taking strategy workshops for *all* teachers, including special education and bilingual teachers, emphasizing reading comprehension strategy development and use of rubrics to increase proficiency in the writing process
- Analysis of cycle grades, midterm and final exam data to identify students' strengths and weaknesses to align instruction accordingly
- Opportunities for students to build reading stamina and reading comprehension with timed reading assignments
- Opportunities for students to experience authentic writing assignments aligned to the HSPT/HSPA writing prompts
- Opportunities for students to develop public speaking skills by promoting student discussion in response to group and individual literacy experiences

- Opportunities for the reinforcement of HSPT/HSPA related literacy skills for students before/after school
- Implementation of week long/long term research, reading and writing assignments/projects designed to promote student proficiency in literacy
- A Saturday Academy for students that focuses on ameliorating student weaknesses in reading comprehension, problem solving and process writing
- Preparation for PSAT and SAT testing for all students
- Support of small learning communities within the academies and institutes being established at the comprehensive schools which closely monitor student achievement, attendance and behavior
- Scheduled classes in the computerized classrooms and libraries to maximize technology infusion into the curriculum.

Mathematics

Guidance audits of twelfth grade students' transcripts at the comprehensive high schools revealed students were graduating in the top ten percent of their class without having had mathematics courses beyond Algebra II. In addition, it was observed that many classroom and homework assignments did not include critical thinking, open-ended questions, and the use of graphing calculators to solve problems. Consequently, next year's program will include:

- Honors math courses
- *Pacesetter Mathematics*, a nationally recognized course which targets middle achieving students to prepare them for AP Calculus or college entry mathematics
- Expanding the *I Can Learn* algebra computerized program to include Shabazz and Barringer High Schools
- Staff development workshops on the CCCS, frameworks and test specifications
- Staff development workshops on effective questioning techniques with emphasis on elevating the cognitive level of classroom questions
- Test-taking strategy workshops for teachers, emphasizing problem-solving, open-ended questions, writing in mathematics, and rubric scoring
- Ongoing technical support by the school administrators, SLT and Department of Teaching and Learning
- Implementation of weekend assignments designed to maintain student proficiency
- Weekly opportunities for students to develop public speaking and writing skills by promoting student discussion when solving mathematical problems with open-ended questions which require verbal/written justification
- Semi-annual algebra and geometry projects/tasks to provide students opportunities to develop problem-solving strategies that support HSPT/HSPA requirements
- Alignment of Algebra I and II and Trigonometry curricula consistent with the CCCS and Standards 2000
- Alignment of district midterms and final exams with the CCCS and Standards 2000
- Analysis of cycle grades, midterm and final exam data to identify students' strengths and weaknesses to align instruction accordingly
- A Saturday Academy for student that focuses on ameliorating student weaknesses, problem-solving, critical thinking, and writing in mathematics
- Preparation for PSAT and SAT testing for all students.

Many of our students enter high school with deficient reading, writing and mathematics skills. Therefore, the program of study must address these deficiencies at the ninth grade, while also preparing them for higher level courses. In the past, this was done through remedial courses. The guidance audits revealed that the majority of these students did not exit these programs. Often, these remedial classes were an extension of the English or mathematics course. As a result, students were unable to experience

content-rich honors and advanced courses. Next year, the district will offer all students the opportunity to enroll in higher level courses. Students identified as Title I will be scheduled for enrichment courses in stand-alone classes of not more than 17 students. With enriched curricula, alignment of skills to the Core Curriculum Content Standards, project-based assignments, integration of technology into the curricula, the implementation of interdisciplinary units, and the expansion of theme-based academies and institutes which focus on students' career interests within a self-contained population, the district will provide a program that will lead towards higher pupil performance on the HSPT/HSPA.

3.1a Operations

A148 & 149

<i>BENCHMARKS</i>	<i>1997-98 PERFORMANCE</i>	<i>1998-99 YEAR-END BENCHMARK</i>	<i>1998-99 ACTUAL</i>
TIMELY A148			
SUBMISSIONS	10%	75%	0
TIMELY A149			
SUBMISSIONS	-	33%	0

3.1b Whole School Reform

<i>REQUIRED ACTIVITY</i>	<i>PROGRESS</i>	<i>1998-99 YEAR-END BENCHMARK</i>
Cohort I School Based Budget	COMPLETE	DECEMBER 1, 1998
District-wide Security Plan	COMPLETE	DECEMBER 1, 1998
Facilities Master Plan	COMPLETE SUBMISSION	MARCH 15, 1999 JUNE 30, 1999

The district was not successful in its attempt to meet the timely submissions of A148 and A149 reports.

EVALUATION OF STRATEGIES

3.2.1 Strategy Description: Implement HR/Payroll System - Phase I: 1998; Phase 2: 1999

Page in Plan: 28

Successful: Yes XX No

The new Human Resource/Payroll system was implemented and put into production with the October 30, 1998 payroll. The post-stabilization period, characteristic of this kind of system implementation has extended beyond what we expected due to the vendor's failure to follow standard systems life cycle methodology. The results of which are:

1. Untimely development of the payroll interface to the existing MSA financial system.
2. Frequent payroll errors that caused the diversion of staff to rectify.
3. Continued reliance on the implementation partner for the operation of the system.
4. Undelivered documentation of operations and modifications.
5. Undelivered functional programs that were required as part of our business requirements.

The vendor is committed to producing a sound methodology for completion of the installation of the payroll system by year-end. However, there is serious concern regarding the vendor's ability to effectively implement the system as contracted. Therefore, the district is working with the vendor to put needed corrective actions in place. Given the continuing payroll mishaps experienced by the district, serious consideration is also being given to the possible need to change the vendor. In the interim, the NPS will continue to be proactive in notifying employees and their respective unions of any errors with their pay. With this notification comes a commitment to rectify the error in a timely and responsible manner.

The district plans to replace the current financial system in November 1999. The timing of that event is unrelated to the implementation schedule for the HRS/Payroll systems other than the distraction of dealing with problems that have arisen. The most critical point of interaction between the HRS/Payroll and Financial systems will be the posting of payroll transactions subsequent to the switchover to the new Financial system. Building the interface that will allow payroll charges to be booked into the new general ledger is due to be available as the new system comes on-line.

3.2.2 Strategy Description: Implement Financial System - Issue RFP to solicit implementation partner.

Page in Plan: 28

Successful: Yes XX No

Explanation: The solicitation has already been completed. The District is employing standard System Lifecycle Methodology (SLM) in this implementation project. The project requirements have been completed, an RFP soliciting an implementation partner was produced. A vendor has been selected, and the contract has been awarded. This completes what was to be done this school year per the Strategic Plan.

The district anticipates implementing the Core functionality including the General ledger, primary ledgers, and year 2000 (Y2K) compliance by November 1, 1999.

The other functional areas: asset management and inventory modules will be implemented by February 2000.

Following the SLM, the team established a steering committee led by the Chief Operations Officer that meets bi-weekly to resolve issues in a timely and efficient manner. Other SLM supports for successful implementation are dedicated district resources. Staff on the implementation team work exclusively on this effort and work very closely with the vendor in a separate space that is apart from the regular business units. In order to ensure successful implementation departments dedicated their strongest employees to this endeavor.

The critical milestone for this project is being able to replace our existing financial systems prior to January 1, 2000 when Y2K compliance problems could disable them. The implementation appears to be progressing according to plan. The primary short-term concern regarding this process is the capacity of the district to define its requirements for budget development and administration in the context of the software to be used. Many of the functions that must be incorporated into the system currently exist only as ad hoc procedures. These include:

- Allocation of funds;
- Identification of mandated costs and unfunded needs;
- Creation of initial budgets;
- Distinguishing between one-time and recurring costs;
- Forecasting expenditures;
- Financial planning;
- Defining how financial costs will work in terms of timing (e.g. start vs close of school year), organizational level (e.g. school vs SLT), and methods for measuring financial performance (e.g. position vs expenditure balances);
- Use of cost factors in budgeting;
- Tracking budget initiatives;
- Reconciling budgets to appropriations; and
- Coordinating program and budget review for grants.

Additionally, the budget process must take into account the current State mandate for establishing self-contained school budgets, as part of Whole School Reform. A great deal of written material is available which describes how some of these functions should work.

In addition to human resources, this team has dedicated office resources including all of the standard supports a traditional office would have e.g. telephone, e-mail, and conference room.

One benefit of full implementation will be the elimination of dependence on mainframe. The initiative will also position the District to regularly reconsider its overall information management needs.

3.2.3 Strategy Description: Work with Treasurer of School Monies

Page in Plan: 28

Successful: Yes ☐ No ☒

Explanation: The factor most critical to missing the benchmark regarding the timely submission of A148/A149 reports was the ineffective development of the interface between the new payroll software and the District's financial system. The District expected that the interface would be operable earlier in the year, giving us the capacity to generate and submit some of these reports in a timely manner. Unfortunately, successful interface between the existing financial system and the new payroll system occurred only recently.

The factors that have prevented us from submitting the monthly Secretary's reports are as follows:

1. Posting of payrolls from the payroll system

Status: Payrolls from the old payroll system were posted up to date (through October 16, 1998) by 3rd qtr 1998. Further adjustment took place resulting from an extensive effort to reconcile employees expense distribution from where they were classified at the beginning of the 98-99 fiscal year to the correct expense distribution in accordance with the approved budget.

The corrections in expense distributions were reflected in the employees' records in the new Peoplesoft payroll Human Resource system as well. The interface from the new Peoplesoft system to the existing MSA financial system required extensive time for the implementation partner to address some of the file specifications as well as adequately describing the components of the file being produced that had not been processed from the legacy system. Once the file specifications were programmed and the output could be reconciled to the payroll summary records, testing began to post the transactions to the MSA system.

Eleven payrolls produced by the new system have been posted. Payrolls issued from October 30th through March 5th have been booked with two exceptions due to reconciliation errors that require further analysis and work to be rectified. We anticipate completing payroll postings for FY'99 by September 1999. The production of A148s and A149s for the period prior to switchover to the new financial system is not related to the date of the switchover.

2. Audit Adjustments from the June 30, 1998 audit have not yet been received from our independent auditor. These adjustments are needed to reflect correct opening balances.

Status: It is expected that once the entries have been received, they will be entered so that ending reports can be produced and agreed to the CAFR for 1998. These entries will be completed no later than August 15, 1999.

3. Other adjustments to the general ledger including investments offsets must be entered.

Status: Entries have been identified in conjunction with monthly bank reconciliations of the Maintenance account. Reconciliations of this account have been made through February 1999. Reconciliations are underway for March through June 1999.

4. After adjustments have been entered and A-148 reports have been run, detailed accounts that have not been adequately or accurately established in the general ledger, known as "missing lines", would require either account maintenance, adjusting entries, or report program modification to resolve.

Status: Removing the obstacles to A148 and A149 production caused by missing lines will require at least one month of additional work. Items not included in the MSA system, such as capital funds also must be appropriately addressed.

3.2.4 Strategy Description: Reduce Central Office Costs – Banking Services, Health Insurance, and Annuity Offerings

Page in Plan: 29

Successful: Yes ☐ No ☒

Explanation for Success: A Request for Proposals for banking service providers was issued in the Fall of 1998, eight responses were received and a preliminary evaluation was made at that time. However, the evaluation committee never made a final determination and recommendation for award. The respondents will be asked to update their proposals and the district expects to reevaluate the updated proposals and make a determination for award in October 1999.

The lag between issuing and awarding the RFP is due in large part to the district's inability to adequately address the resource requirements of implementing a new HR/Payroll system and continuing basic operations. The demands of those two issues alone monopolized the high level resources that otherwise would have been available to lead the evaluation team to conclusion. A follow-up to the respondents was planned for late spring but again postponed due to the department restructuring and to allow a new Chief Financial Officer the opportunity to be involved with the evaluation process.

The District vigorously pursued options to leave its current health insurance provider: the NJ State Health Benefits Plan. An RFP was issued and two responses were received however, both respondents quoted prices higher than the current healthcare expense.

A Request for Proposals for Service Providers of §403(b) Tax Deferred Retirement Plans was issued in July, 1999 for vendors to provide investment options for employees, i.e., annuities, life insurance, and mutual funds. This will ensure that employees have the most beneficial products on the market, conveniently administered and at nominal fees.

Results of the canvass are forthcoming.

3.2.5 Strategy Description: Reduce Central Office Costs - Warehouse Consolidation Study and Timely Contract Renewals

Page in Plan: 29

Successful: Yes XX No

Explanation: The district has contracted for a private consulting firm to complete a study on the Newark School District's warehouse operations and facilities. The District expects that the vendor will complete the study and make recommendations for improving the efficiency of warehouse operations by the end of the summer.

The district has implemented a Contract Renewal Schedule by recording when annual contracts that may be up for renewal are to expire. The success of the process hinges upon allowing all of the relevant parties to review and approve the renewal of the contract prior to the expiration of the existing contract. This initiative improves the efficiency of the entire District in two respects. First, departments do not experience interruptions in services that are central to performing their essential functions. Second, the District will renew contracts in a proactive manner instead of reacting to Departments/Schools that may or may not have planned for the lapse in service.

3.2.6 Strategy Description: Implement central kitchen – serving school model.
Feasibility study – FY 99

Page in Plan: 29

Successful: Yes ☐ No ☒

Explanation: The division has investigated the potential cost of a feasibility study and incorporated it into the district's facility management plan. The district is currently awaiting approval of the plan at the state level. A central kitchen operation requires significant capital expenditures and the state's approval of the district's facility management plan is an important initial step in the process. The study is the first step in determining the needs, costs and potential for success of a central kitchen.

The feasibility study will include an in-depth analysis of the existing schools and facilities. The evaluation will quantify costs associated with bringing existing facilities to code for continuance of the present operation, and the cost of the acquisition, design and building of a central kitchen operation with the associated school costs required for modification of existing equipment. This comparative analysis will allow the district to determine the true cost of renovating or replacing its' food service operations. Previous studies have determined that the present operating conditions are below the federal/state/industry food safety standards. This deficiency has an adverse effect on the system's capability to provide meals that are consistent in quality.

The district has continued to operate production and satellite schools. This mode of operation has continued to help control operating costs.

The feasibility study is slated to begin as soon as the district receives direction on its facility management plan. During the interim the district will continue to only purchase equipment that is critical to safe operation of the kitchens. An expansion of the Food Service Management Contracting program will also continue to reduce the district subsidy to Food Services.

3.2.7 Strategy Description: Implement Student Information System
Specifications developed and RFP Advertised – FY
99

Page in Strategic Plan: 29

Successful: Yes XX No

Explanation: The District prepared specifications and advertised the Request for Proposals (RFP). Once responses were received an evaluation committee, comprised of representatives from all functional areas, prepared a short vendor list and arranged for those vendors to demonstrate their software. Selection of the vendor will determine the installation timetable. Currently, we anticipate that initial implementation will be completed by 9/1/00 (FY2000-01)

A significant factor contributing to the success of this and other information technology initiatives recently undertaken is the use of the standard Systems Lifecycle Methodology (SLM). SLM outlines a series of steps that, if followed, will generate the critical issues and questions that must be answered throughout any successful software implementation project. SLM addresses all phases of software development and implementation: from conception and design of new software through full implementation, technical support, and review and acceptance of user's initial requirements. Following this step-by-step process, increases the likelihood of success.

Following this methodology, the district has established the Educational Services Department as the system sponsor, or owner of the data. Additionally, a committee, comprised of representatives from all functional areas, will evaluate RFP responses and select the vendor.

The implementation of the software's additional functionality of the balance of the project will be managed using the standard Systems Lifecycle Methodology.

3..2.8 Strategy Description: Align the budget process with Whole School Reform

Page in Strategic Plan: 30

Successful: Yes ☐ No ☒

Explanation: Initial budget allocations were provided to SLTs in February 1999. Principals used this information to plan for the actual budget process, so that when actual allocations were made later in the year, the budget process flowed smoothly. The actual allocations were made later than last year, thus the benchmark was not met.

According to the State's guidelines, Districts were to submit their budgets on February 25. The date was revised to accommodate changes in the state's allocation to Districts. The revised due date was March 3 or 5. The District missed the revised deadline and submitted paper copies to the County and PIRC-North, and the NJDOE (via the DOENET on March 16, 1999). The District submitted its budget to the county office on March 23.

The district submitted the Zero-based Budget for Boylan Street School, the one school implementing a Whole School Reform model in SY1999, in a timely fashion. This involved considerable collaborations between the School Management Team, Central Office staff and NJ DOE – PIRC North employees.

Additionally, Operations staff were involved in six School Management Training sessions held during the months of May and June, 1999. These sessions were developed to provide School Management Teams members with an initial introduction to the new roles and responsibilities that they will assume in light of Whole School Reform, specifically, in the areas of Budget, Human Resources and Curriculum.

3.2.9 Strategy Description: Develop Standard Operating Procedures Manual

Page in Plan: 30

Successful: Yes ☐ No ☒

Explanation: Departments are developing and revising standard operating procedures as they change business practices to allow for increased school based decision-making by decentralizing central office functions.

However, these procedures have not yet been gathered and distributed to all schools and departments in any comprehensive manner. A draft of the Standard Operating Procedures Manual (SOPM) should be produced and shared with all departments in the Fall of 1999.

The Standard Operating procedures manual was not done because the department did not have the resources to devote to the project. An on-going problem in Operations is the lack of sufficient human resources to handle trouble-shooting issues, along with other immediate concerns. The same staff members handle long range and short-range goals and initiatives. Operations department staff has handled more urgent compliance matters such as reconciling personnel to budget, DEPA budget preparation, zero-based budget preparation, and SMT training. Consequently, this issue has not been adequately addressed. However, during the month of October, a standard format for procedures will be developed and shared with departments so that they can begin to record their operating procedures. This should allow for a draft of the standard operating procedures to be developed and distributed by the end of the year as stated in the plan.

3.2.10 Strategy Description: Use technology to conduct business

Page in Plan: 30

Successful: Yes XX No

Explanation: As part of the District's effort to operate more efficiently and increase administrator responsiveness to urgent needs, ISD has implemented e-mail on the Wide Area Network (WAN) for all administrative staff. More communications have been distributed via e-mail. Budget data for the upcoming fiscal year was distributed to and collected from all schools and central offices using the WAN.

With the implementation of the new on-line HR/Payroll system, salient management information such as staff attendance/ absence patterns, budget related HR information, and overtime usage patterns, is made available to end users as needed and upon request.

Successful implementation of software alone will not improve organizational efficiency unless staff receive appropriate training. In that vein, over 65 workshops were held during School year 1998-99. Over 1,100 employees were trained during these sessions. All of the Microsoft Office products included in the standard desktop on the WAN were covered: Introduction to Windows, MS Word, 1 & 2, MS Excel 1&2, Access Fundamentals, MS Outlook. Additionally, training was provided on the new installed HR/Payroll system modules: Human Resource Administration, Benefits Administration, Payroll Processing 1 and 2.

In addition to the WAN, Human Resources has increased its use of technology in personnel recruitment and substitute teacher deployment. SubFinder, an interactive voice response system that calls substitutes and receives calls from teachers who will be absent, was piloted in one SLT during the 1997-98 school year. Full implementation in all schools throughout the district was achieved during the 1998-99 school year. In all schools, when teachers call the SubFinder system that they will be absent and register a "job" then, the system begins to call substitute teachers to fill that job. This eliminates the need for school personnel to perform that task, and allows for more flexibility in reporting absences and contacting substitutes. Finally, principals can call SubFinder at any time to check on the status of their school for the next day or any future day.

The Division of Human Resource Services will add Resumix 5 as its latest technology advancement for Newark Public Schools in late Fall, 1999. This easy-to-use applicant skill database will identify the best-qualified candidates for hire, promotion, and reassignment.

Resumix 5 will streamline the candidate selection process, manage the district's most valuable asset: employee skills, and equip schools to place the right people in the right positions at the right time.

Features of Resumix 5:

- Employs state-of-the-art scanning and imaging technologies to capture an exact picture of the original applicant's resume and store it on line.
- Uses patented 'artificial intelligence technology' to obtain key resume information, i.e., English Teacher, Bilingual, Early Childhood, School Psychologist, etc., and compiles a candidate summary and skills database.
- Provides instant accessibility to the resume and skills database.
- Provides management reports.

The resume summary contains the following information:

- Contact information, including name, addresses and telephone numbers.
- Education information, including degrees, majors, schools and grade point averages.
- Work history, including dates, companies and job titles.
- Work-related skills, phrases, and the appropriate job classifications.

Each resume summary and image are stored in the Resumix database. Users will search the resume database by building requisitions containing specific skill and experience criteria.

3.2.11 Strategy Description: Facilities Master Plan will be developed in accordance with regulations.

Page in Plan: 31

Successful: Yes XX No

Explanation: The Newark Public Schools developed a Five-Year Facilities Management Plan as mandated in the *Abbott v. Burke* decision in compliance with NJDOE guidelines. The plan calls for extensive replacement and renovation of the district's school facilities. The plan includes FY00 capital needs and provides the framework for subsequent capital budget preparation.

The plan was formulated over the course of nine (9) months under the overall guidance of the Facilities Advisory Board, with extensive input from SLT staff, parents, and community representatives. It was adopted by the Facilities Advisory Board on May 13, 1999 and presented to the Newark Public Schools Advisory Board on May 25, 1999.

The NJDOE Guidelines required submission of the FMP on March 15, 1999. Because of the size of the District, Newark requested and received permission to extend that date. On May 13th, a briefing was held for NJDOE officials and the plan was completed on June 30, 1999, with transmission of the electronic data and hard copies following.

AREAS OF MODIFICATION

3.3 Areas of Modification 1999-2000

During the 1998-99 school year the district successfully implemented six of the eleven strategies outlined in the Strategic Plan. All eleven strategies were implemented to help the district submit A148 and A149 reports more timely, reduce central office costs and implement whole school reform in accordance with the proscribed timelines. The following strategies were successfully implemented: HR/Payroll installation, Financial System implementation, Warehouse consolidation study and timely contract renewals, Student Information System implementation, Increased use of technology to conduct business, and Facilities Master plan submission. Strategies that were not successfully implemented are as follows: A148 and A149 production, Banking services, Central kitchen feasibility study, Alignment of Budget to Whole School Reform, and Development of Standard Operating Procedures.

Areas of difficulty that contributed to the lack of success of some of the operations strategies include:

- Development of payroll interface to the existing MSA financial system that resulted in significant delay in posting payroll data to general ledger.
- Mismatch between functional areas implemented and business needs related to HR/Payroll software
- Updating the general ledger with adjustments resulting from the audit
- Inability to make final determination and award for banking services RFP
- Budget preparation problems
- Inability to adequately allocate limited human resources to meet competing operations initiatives

To overcome these obstacles and successfully implement the strategies in the strategic plan, the District will implement the modifications listed below.

HR/Payroll Implementation

The District will insure that the implementation partner fulfills its commitment to produce a sound methodology for completing the installation by year-end. This methodology will include appropriate documentation of software implementation strategies enacted to provide required business functionality. This documentation will be used to prepare training materials and provide turnkey training to District staff; thus reducing the District's dependence on vendor resources to support system.

Documentation of NPS requirements will aid District leadership in clarifying roles and responsibilities of the Offices of Payroll, Accounting, Budget and Human Resources vis-à-vis changes in the District's business practices.

The District is currently reviewing the vendor's proposed methodology.

Production of A148 and A149

Now that the interface is completed, the District will continue to post payroll data from FY1998-99 to the general ledger. The Accounting Department will assess the volume of work required to post adjustments to the general ledger. Then the Department will make the required adjustments. Finally, the individual District accounts that do not correspond with the State's GAAP accounts will have to be redirected and any expenditures on those lines will be reclassified.

Once the catch-up work for Fiscal year 1998-99 is complete Accounting will post payrolls and reclassify expenditures charged to missing lines within 10 days. Accounting will also reconcile bank statements monthly, and prepare monthly close-out report.

Additionally, during the month of August, the Accounting department will commit significant effort to resolving completing the catch up work for 1998-99 A148 and A149 production. During the last two months resources in the office were dedicated to preparing for the new fiscal year and implementing the financial system.

Banking RFP

During the next few months the eight vendors responding to the banking Services RFP will be contacted and asked to update their submissions; based on the revised information, the District's evaluation committee will make its final determination and award successful bidders by October 1999.

Budget preparation

The District experienced tremendous difficulty in preparing the FY00 budget statement. However, we are committed to beginning the process much earlier for the FY 2001 budget.

The Budget Office will issue allocation packets to the schools and central offices in November 1999 based on assumptions agreed upon by NPS and the NJDOE.

Standard Operating Procedures Manual

During the month of August 1999, a standard format for procedures will be developed and shared with departments so that they can begin to record the processes employed in their offices. A draft including all submissions and the process for updating the manual will be prepared and distributed by the end of 1999.

While there have been considerable challenges in the area of Operations, the district is moving in the right direction. The guidance provided by Ernst & Young will help ensure that the FY99 CAFR is prepared in a more timely fashion than the FY98 CAFR. By starting on the FY 2001 budget earlier, the district should avoid many of the problems encountered this year.

Parent and Community Involvement

4.1a VOLUNTEERISM

<i>BENCHMARKS</i>	<i>1997-98 ACTUAL PERFORMANCE</i>	<i>1998-99 YEAR-END BENCHMARK</i>	<i>1998-99 ACTUAL PERFORMANCE</i>
PARENT VOLUNTEERS	1,466	1,600	1,612
HOURS	92,500	100,000	102,840

4.1b COMMUNITY PARTNERSHIPS

<i>BENCHMARKS</i>	<i>1997-98 ACTUAL PERFORMANCE</i>	<i>1998-99 YEAR-END BENCHMARK</i>	<i>1998-99 ACTUAL PERFORMANCE</i>
COMMUNITY PARTNERSHIPS # OF CBOs/FUNDING	33/ \$8.4M	40/ \$9M	86/ \$13.5M
COMMUNITY PARTNERSHIPS FUNDING TO DISTRICT	\$790,000	\$400,000	\$2,140,000

4.1c ADVISORY BOARD

<i>BENCHMARKS</i>	<i>1997-98 ACTUAL PERFORMANCE</i>	<i>1998-99 YEAR-END BENCHMARK</i>	<i>1998-99 ACTUAL PERFORMANCE</i>
ADVISORY BOARD DECISION-MAKING AREAS	CURRICULUM LEGAL	CURRICULUM LEGAL FISCAL ELECTIONS* WSR	CURRICULUM LEGAL FISCAL ELECTIONS* WSR

*AN ELECTION COMMITTEE, THOUGH FORMED, DID NOT FUNCTION BECAUSE ELECTIONS WERE NOT HELD. IN THE 1998-99 SCHOOL YEAR, THE ADVISORY BOARD PETITIONED THE COMMISSIONER OF EDUCATION TO ALLOW THE CURRENT BOARD MEMBERS TO REMAIN FOR AN ADDITIONAL TERM. THE COMMISSIONER THEN APPOINTED 9 OF THE 15 BOARD MEMBERS TO SERVE ON THE BOARD FOR AN ADDITIONAL TERM. ELECTIONS WILL BE HELD IN APRIL OF 2000 FOR THREE (3) POSITIONS.

Tables 4.1a,b,c represent the benchmarks established for Parent and Community Involvement. All benchmarks were met. With respect to funding through community partnerships, the District significantly exceeded its benchmarks. For example, funding from community based organizations were \$4.5 million over the \$9.0 million benchmark. Similarly, whereas the District projected about \$400,000 from community partnerships the District received \$2,140,000.

4.2 EVALUATION OF STRATEGIES

The district initiated a comprehensive program to increase partnership in every school. The district parent and community involvement program encompassed five (5) components designed to provide a qualitative, holistic approach to supporting student achievement and development.

The Newark Public Schools believes that parent and community involvement and support for the schools is critical to the success of our schools, and that our schools operate best when there is a close cooperative relationship among all stakeholders, including parents, staff, students, administrators and the community. The Newark Public Schools have initiated a comprehensive program to increase parental involvement school-by-school and establish home-school-community partnerships in every school. The district parent and community involvement program encompassed five components designed to provide a qualitative, holistic approach to supporting student achievement and development: school-to-home communications, parent effectiveness training, volunteerism, parent leadership development and community partnerships. This comprehensive approach provided the opportunities and support that allowed parents and community to be effective decision makers and contributors to Whole School Reform efforts.

Collaboration and agreements with public and private community agencies, and organizations significantly increased and improved services to students and families. The Newark Public Schools worked very closely with institutions and organizations encouraging and facilitating the provision of services for our students. These partnerships were invaluable in supporting us in our efforts to reform and revitalize our schools.

The Office of Community Development staff reviewed information and discussed the district parent and community involvement program relative to the success of the strategies identified in the 1998-2000 Strategic Plan. The explanations for the success of the various strategies on the ensuing pages are a result of our discussion and review of pertinent data.

4.2.1 Strategy Description: Sponsor a Parent Volunteer Academy at every school.

Page in Plan: 32

Successful: Yes XX No [XX]_____

ELEMENTARY

SECONDARY

Explanation: The Newark Public Schools have successfully implemented a Parent Volunteer Academy Program in all 62 elementary schools; however, the high school program will not begin until the next school year.

There were 1620 volunteers in the elementary schools this year. Eight hundred and fifty-four (854) parents enrolled in the program, each contributing more than 25 volunteer hours this school year for a total of 102,840 volunteer hours. In addition, more than 100 community organizations, agencies and individuals also provided volunteer services to the schools.

The schools reported the following benefits of the Newark Parent Volunteer Academy Program to children and to the general climate of the schools:

- More positive interaction between parents, teachers, administrators and students.
- The school environment was safer, healthier and more nurturing.
- Schools had a reliable source of volunteers.
- Parents gained practical experience through their work in the school.
- Teachers had more time to prepare and teach.
- Parents gained a better understanding of the work of the school.
- Parents were more comfortable coming to their child's school.
- Parents were better able to help their children with homework and support their learning at home.

Parent and community volunteers were recognized at School Leadership Team Parent Volunteer Academy Recognition Awards programs. Certificates and awards were presented to the volunteers by the Assistant Superintendents of the School Leadership Teams. At the district level, the parents and community volunteers were recognized at a musical salute to parent volunteers at New Jersey Performing Arts Center on June 8, 1999. Students from local schools performed at this event.

The thirteen high schools are in the planning stages of implementation. The Assistant Superintendent for Secondary schools has held several meetings this school year with staff, community members, students and organizations to determine needs and services for high schools. Parent Volunteer Academies will be implemented in the high schools in September of 1999 and will be monitored closely to ensure that the volunteer programs meet the specific needs of the school.

4.2.2 Strategy Description: Sponsor parent effectiveness workshops at each school.

Page in Plan: 32

Successful: Yes XX No

Explanation: The Newark Public Schools recognize the importance of the role that parents play in student achievement and that parents look to the schools for guidance on how to help their children be successful in school. To that end, Resource Teachers for the district Parental Involvement Program provided on-going workshops and training for parents at the four (4) Parent Involvement Service Centers as well as at local school sites. More than 62 schools sponsored two or more parent effectiveness workshops for parents during the 98-99 school year to enable parents to expand the work of the school through learning experiences in the home.

Workshop sessions included the following topics and programs:

- Megaskills Workshop Program For Parents
- Epic Program
- Systematic Training For Effective Parenting (Step)
- Helping Your Child With Homework
- Motivating Your Child To Learn
- Communicating With Your Child's Teacher
- Helping Your Child With Math
- Helping Your Child With Reading
- Making Family Time Learning Time
- The Parents Role In Student Achievement

Seventeen (17) schools sponsored the MegaSkills Workshop Program for Parents, a series of ten workshops that help families reinforce and expand the work of the school through learning experiences in the home and community. The MegaSkills Workshop Program developed for the Home and School Institute of Washington D. C. is designed to provide families with the help that they need to encourage their children's success in school and beyond. The workshops focus on the basic values, attitudes and behaviors that make it possible for a child to learn everything else. Guidance Counselors in the schools sponsoring the MegaSkills workshop program were trained by the MegaSkills Home & School Institute.

4.2.3 Strategy Description: Increase parent and community participation in school-based decision making.

Page in Plan: 32

Successful: Yes XX No ___

Explanation: Newark has had success with parent and community participation in school-based decision making led by School Management Teams. Because of the success of School Management Teams, Newark Public Schools have more technology, arts education, before-and after-school programs, and staff development at individual schools.

School-based decision making with parent and community participation enhanced the schools ability to meet their goals. School Management Teams developed Educational Improvement Plans for their school based on school-based needs assessments, and based on those assessments, schools were able to identify critical areas for school improvement.

School Management Teams in each school met on a regular basis to recommend and carry out improvement programs that support teaching and learning, promote organizational change and stimulate innovation. The teams were composed of staff, parents, students and community members, to ensure representation of all stakeholders. Parents and community members serving on School Management Teams are respected as equal partners with equal voices in the decision making process. Team compositions were based on the idea that those most affected by the school best understand their school's needs and should be a part of the decision making.

One of the most important tasks for School Management Team members this year was reviewing and making recommendations about Whole School Reform models, and guiding the staff and community in choosing the model that best fit the needs of their students and their school.

Training and professional development for School Management Team members was extensive, including training in the following competencies:

- Knowledge of characteristics of effective schools
- Consensus building
- Team building
- Decision making
- DEPA development
- Budget
- Leadership
- Whole School Reform
- Knowledge about Adult Learning
- Goal setting

School Management Teams communicated frequently with the entire school community to keep them informed of the issues and decisions that they made on their behalf. Opportunities for communicating and involving other stakeholders during the year included:

- Conducting a minimum of four open team meetings
- Inviting other stakeholders to serve on various sub-committees
- Publishing quarterly newsletters
- Publishing the agendas and minutes of all team meetings
- Encouraging all stakeholders to communicate with the team through any member of the team

School Management Team members were recognized at the end of this school year at awards recognition ceremonies at the School Leadership Team level and at the district level at a special performance at New Jersey Performing Arts Center on June 8th. Certificates were awarded to School Management Team members.

4.2.4 Strategy Description: Sponsor leadership workshops for elected members.

Page in Plan: 32

Successful: Yes XX No

Explanation: The Newark Public Schools in collaboration with the Statewide Parents Advocacy Network provided opportunities for extensive training for parents in leadership and decision making roles through The Parent Leadership Development Institutes. The

Institutes were underwritten by a grant from the Dodge Foundation and is expected to be refunded for the 1999-2000 school year.

The institutes were attended by parent officers, School Management Team members and other involved parents. A total of 10 participants were selected to be interns to assist with training and outreach to other parent leaders. The scope of the training and experiences offered by the institutes successfully addressed the unique challenges that parents face in their leadership and advisory roles in various capacities at the district and local school level. Leadership training in the following areas substantially increased the involvement and effectiveness of parent leaders this school year:

- Whole School Reform
- School Management Teams
- School Budgets
- Family/School Connections
- Community Outreach
- Parents As Teachers
- PTO/PTA

The parent interns who were selected to be program assistants, were involved with many important initiatives this school year to increase the involvement and effectiveness of other parent leaders. Parent interns participated in several parent involvement retreats; a mini-conference on Whole School Reform, and a series of workshops on Whole School Reform initiatives throughout the district.

4.2.5 Strategy Description: 1. Increase the network of school based providers.

2. Promote district-wide partnerships with The Committees of Advocates, CTAC, Excellence, Communities In Schools (partial list)

Page in Plan: 33

Successful: Yes XX No

Explanation: The Newark Public Schools has worked extensively to promote district-wide partnerships with agencies and organizations to encourage and facilitate service agreements for schools, with the priority of increasing school-based service providers. The Office of Community Development provides technical assistance for any agency wishing to provide service on site at individual schools. The following is a brief description of those partnerships and the services provided on site to students in the Newark Public Schools:

10,000 Mentors

Mentoring provided to over 1600 students in six schools. Services provided by 10,000 Mentors.

Giants Academy/Burger King Academy

Communities In Schools Academies (2) provides tutoring, referral to appropriate outside services, case management and mentoring to over 1300 students.

Project GRAD (Graduation Really Achieves Dreams)

Project GRAD/Newark is a multi-faceted program for change in the Newark Public Schools. There are five major components: Consistency Management & Cooperative Discipline, MOVE IT MATH, Success For All, Cooperative Integrated Reading & Composition and Communities In Schools Support Services. Project Grad/Newark is a model based on the successful Houston-based Project Grad. The centerpiece of the program is the offer of a guaranteed college scholarship of \$6,000 over four years to each Malcolm X Shabazz High School student who meets the programs requirements. The program will focus on 8 "feeder" elementary schools whose students will eventually attend Malcolm X Shabazz High School. Project Grad will work with these schools in enhancing teachers' and administrators' professional development, improving math and reading curriculum, and engaging family and community involvement. Project Grad is a \$15 million dollar program which will provide college scholarships, encourage high school and grade school student achievement and enlist the participation of families, educators, community members, and corporations. The Lucent Technologies Foundation of New Jersey and the Ford Foundation of New York are the funders. This program is currently in 9 schools.

Schools of Promise

A school of promise is a school-based community collaboration in which local groups, in partnership with their school officials, deliver the five fundamental resources to children either directly or indirectly through existing school facilities. The five fundamental resources are: an on-going relationship with a caring adult, a safe place to learn and grow during non school hours, a healthy start, a marketable skill and an opportunity to give back through community service. Acting as a "hub" within the community, a School of Promise is where parents, young people, communities of faith, educators, businesses, service providers, not-for-profit organizations, law enforcement, professional associations, local government agencies and others coordinate and integrate the delivery of needed services. The Newark Schools of Promise Initiative was launched summer 1998 when over 1400 grammar and high school students attended full day summer educational programs at selected public and private schools sponsored by Lucent Technologies, Bristol Myers Squibb, The Prudential Foundation, The READY Foundation and the MCJ Foundation. There are currently 5 schools of promise in the Newark Public Schools

Camden Middle Community School

The Camden Middle Community School project is a joint effort of the City of Newark, Communities In Schools and the Newark Public Schools. Its goal is to focus on the needs of the whole child and his/her family and to encourage the involvement of the entire family through social, educational, and recreational activities. Camden Middle Community School offers after school activities to children and their families. The program operates Monday through Friday from 3:00 - 9:00pm and on Saturday from 9:00-12:00. There are approximately 200 persons enrolled in this program. Camden Middle is also a 21st Century Community Learning Center.

Quitman Street Community School

The Quitman Street Community School is a joint effort of the Prudential Foundation, the Newark Public Schools and Community Agencies Corporation of New Jersey. Its goal is to focus on the needs of the whole child and his/her family and to encourage the involvement of the entire family through social, educational, and recreational activities. Quitman Street Community School offers after school activities to children and their families. The program operates Monday through Friday from 3:00 - 6:00pm. There are approximately 200 persons enrolled in this program. Quitman Street is also a 21st Century Community Learning Center.

Newark Public Schools After School Youth Development

The After School Youth Development program implements activities designed to support and reinforce the Core Curriculum Content Standards. The After School Youth Development Program utilizes a comprehensive approach which offers programs for education, cultural enrichment, personal development and recreation. The program operates from the hours of 3:00pm to 9:00pm, Monday through Friday, The After School Youth Development Program serves 10,000 participants yearly. The Newark Public School is the lead agency. This program is currently offered at 47 schools.

Community Coach

Community Coaches work after school and on weekends to help build community in the school and outside the school. Coaches develop and guide a leadership team for the school, they encourage students to develop their own ideas such as recycling, painting a mural or other things to improve their neighborhoods. Nineteen Newark public schools participate in the community coach network. The lead agency is Newark Do Something. This program is currently offered at nineteen (19) schools.

The Newark-North Jersey Committee of Black Churchmen Tutorial Program

The Newark-North Jersey Committee of Black Churchmen are working with Newark Churches to provide after school tutorial services for students who attend Newark Public Schools. The tutorial program is offered on-site at churches: tutoring is available in reading, math and writing. This program is currently offered at four (4) schools.

PCCI/CACNJ

Each year through Suburban Cultural Educational Enrichment Program (SCEEP), PCCI links more than 450 Newark elementary school children, starting in the third grade with volunteer

tutors working with children on a one to one basis. The tutoring programs are specifically designed to serve as a support system to Newark's youngsters and their families. The educational programs are developed in close conjunction with parents, teachers, social workers, guidance counselors and community leaders. The tutors serve as teacher, mentor, friend and family confidante. This program is currently offered at three schools.

Newark Public Schools --21st Century Community Learning Centers

The 21st Century Community Learning Centers provide before and after school (including summer and weekend) high quality programs for children, targeting students in grades 6-8. The overall long-term goal of Newark's 21st Century Community Learning Centers is to assist students, by the end of 8th grade, to be healthy confident, self directed and responsible and able to negotiate demands and challenges of high school. The program serves over 4,200 students annually. Lead Community Based Organizations in this initiative are: Communities In Schools of Newark, Community Agency Corporation of New Jersey, New Community Corporation, Urban League of Essex County. This program is currently offered at nine schools.

School Based Health Clinics

In January 1998, the first full service, school based health clinic was opened at the George Washington Carver Elementary School. The Carver Clinic represents an innovative and effective three way partnership between the Newark Public Schools, The Saint Barnabas Health Care System and The Healthcare Foundation of New Jersey. A multi-disciplinary team of health care providers works closely and cooperatively with the school nurses to enhance existing school health services. The health clinic is staffed by healthcare professionals from the Children's Hospital of New Jersey Beth Israel Medical

Center, under the supervision of pediatrician Dr. Kendall Sprott. A full-time Pediatric Nurse, provides primary care including diagnoses, screenings, treatment and health education. A full time Master's level social worker provides individual and group counseling services. A dentist provides students with annual dental exams, x-rays, topical fluoride treatments and sealants (as necessary). The success of the Carver Clinic has led to the replication of this model in three additional schools; Quitman Street Elementary School and Dayton Street Elementary School and Malcolm X Shabazz High School. The Prudential Foundation who supports the Community School initiative at the Quitman Street Elementary School has joined The Healthcare Foundation of New Jersey as a funding partner for the Quitman Street School Clinic.

Family Friendly Centers

The two major goals of the Family Friendly Center program are to provide quality care, education and supervision to children during before/after/ and summer school hours; and to provide comprehensive support services to children and their family or household members. The goals of the program will be met by : (1) providing educational assistance to children in the areas of language arts, math, science, arts and crafts, and gross/fine motor activities; (2) providing a variety of activities and experiences for the purpose of enriching and enhancing the children's lives; (3) To foster social, emotional, cognitive, and physical development within the children; and (4) To provide comprehensive support services to children and their family or household members. This program will serve 72 children and approximately 200 of their family members. The lead agencies are Babyland, United Vailsburg Service Organization, Tri City Peoples, Inc. and Ironbound Community Corporation. This program is currently offered at six schools.

FACES (Family and Children's Education Services)

FACES is a school linked services effort that will integrate education, health, and social services for families with children under the age of 6. This integration will increase existing collaborations among the partners to develop and work toward a set of common goals. The goals are: to provide a range of comprehensive family-centered services that build on the strengths of the community; to provide an improved environment for all children to learn to grow; to make the schools central partners in the design and planning of the programs; and to provide collaborative school-based services to children and their families. The lead agencies are: Babyland, Ironbound Community Corp, La Casa de Don Pedro. This program is currently offered at six schools.

Newark America READS Partnership

The Newark America READS Partnership was formed by the Newark Literacy Campaign, NJ Institute of Technology, Rutgers University, and the Protestant Community Centers, Inc. to locate and coordinate the necessary resources to develop, deliver and manage a meaningful continuum of literary services for children who need to improve their reading skills. The Newark Literacy Campaign is the lead agency for this partnership. This program is currently offered at five schools.

STARS Program

The Schools of Promise STARS Program was developed in response to the critical need to provide students with opportunities to enrich their minds, uplift their spiritual, and work toward future goals during the summer season. The lead agency is Communities In Schools. This program is currently offered at 7 schools.

Explore Program

Before and after school programming for K-8th graders. Students learn by exploring and doing in an age-appropriate environment that's more like camp than school using the latest technology and a hands-on learning approach, children can discover and enhance their enjoyment of reading, social studies, math, science, sports, computers and history. Students have the chance to put their knowledge into practice by organizing community service projects. The lead agency is Communities In Schools. This program is currently offered at four (4) schools.

4.2.6 Strategy Description: Promote community schools

Page in Plan: 33

Successful: Yes XX No ___

Explanation: The Newark Public Schools works collaboratively with several community based organizations and corporations in the facilitation of community schools. Currently there are three community schools in Newark: Quitman Street, Camden Middle and Newton Street schools.

Quitman Community School

Community Partner: Community Agencies Corporation of New Jersey

Funding Source: The Prudential Foundation, 21st Century Grant, New Jersey Healthcare Foundation, private corporation funding

Camden Middle Community School

Community Based Organization Partner: Communities In Schools of Newark

Funding Source: City of Newark Enterprise Community Grant, 21st Century Grant, private corporation funding

Newton Street Community School

Community Based Organization: New Community Corporation

Funding Source: New Community Corporation, 21st Century Grant, private corporation funding

The community schools are open before and after school and some are open on Saturdays and during the summer. Community schools are open to the community from the hours of 7:30am to 9:00pm and 9am to 12pm on Saturdays. The community schools provide students and parents with a multitude of activities to participate in, the activities range from educational, vocational, social and recreational. Parents can attend class on site at the schools and receive college credits while students are engaged in tutorial programs or in various sports activities. The Newark Public Schools received the second highest grant award from the United States Department of Education to create nine 21st Century Community Learning Center. The community schools are the focal point of this initiative. The grant amount was \$5.4 million dollars over the next three years. The City of Newark was awarded the designation of Enterprise Community from the federal government and was awarded \$350,000 over two years to help support the Community School initiative at Camden Middle. The Prudential Foundation has provided \$200,000 to help sustain the Quitman Street Community Schools as well as to co-fund the Quitman Street School Based Health Clinic. In addition to the funding outlined above, our community partners also have obtained substantial outside funding which

support the community school initiatives at their respective schools. To help promote and sustain our community schools, the office of Community Development provides technical assistance to the lead agency and principals on the development of community schools. The Newark Public Schools also provide in-kind contributions to help facilitate the advancement of the community schools; lead agencies are not required by the Newark Public Schools to pay the opening costs to keep the school building open (i.e. electricity, heating, custodians and security). Agencies are also allowed unlimited access to office supplies and equipment such as fax machines and copy machines. The Community Schools currently serve over 700 students (grades K-12) and 100 parents.

4.2.7 Strategy Description: Sponsor Retreats/Workshops.

Page in Plan: 33

Successful: Yes XX No

Explanation: The Newark District Advisory Board recognized the importance of preparing board members and other district parent and community members for their advisory and decision-making roles. The Advisory Board sponsored as well as participated in workshops and retreats to build their capacity for effective leadership and facilitators of change.

Examples of these opportunities include:

- New Jersey School Board Meetings/Workshops
- Essex County School Board Meetings/Workshops
- Whole School Reform Workshops/Retreats
- School Management Team Orientations

4.2.8 Strategy description: Maintain working committees.

Page in Plan: 33

Successful: Yes XX No ___

Explanation: The Advisory Board members successfully established and maintained working committees in key areas to ensure that board members have input in planning and decision-making relative to items that come before the board. The following committees were maintained:

- Curriculum
- Legal
- Fiscal
- Elections

In addition, two members of the Advisory Board, Theodore Johnson and Victoria Snoy also serve on the district Whole School Reform Oversight Committee.

4.2.9 Strategy Description: Sponsor and attend community meetings.

Page in Plan: 33

Successful: Yes XX No

Explanation: Advisory Board members were successful in attending and participating in community and district sponsored conferences, workshops, meetings and other major events this school year. Examples of some of the events, meetings and programs include:

- School Leadership Team Monthly Meetings with Parents and Community
- School Leadership Teams' Parent Volunteer Recognition/Awards Programs
- Principal for a Day Reception - April 30, 1999
- Thirteenth Annual Title I/ District wide Parents' Conference - May 17, 1999
- Youth Salute to Parents and Community - June 8, 1999

Board members used these opportunities to hear concerns, suggestions, and comments from students, parents and the community.

APPENDICES

- **SCHOOL LEVEL ATTENDANCE DATA**
- **HSPT TEST DATA**
- **WHOLE SCHOOL REFORM**
- **ELEMENTARY NARRATIVE**

SCHOOL LEADERSHIP TEAM I**ATTENDANCE RATES**

SCHOOL	1995-96	1996-97	1997-98	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENCE
Ann Street	95.9	96.2	96.7	97.2	95.8	-1.4
Berliner, Samuel L.	76.6	82.0	82.9	90.0	79.7	-10.3
Burnet Street	90.7	92.7	93.2	93.7	92.0	-1.7
Cleveland	91.2	92.1	92.9	93.4	92.6	-.8
Eighteenth Avenue	92.1	95.2	93.3	93.8	92.2	-1.6
Hawkins Street	91.2	92.5	93.2	93.7	92.3	-1.4
King, Jr., Dr. Martin	89.1	90.8	92.5	93.0	91.9	-1.1
Lafayette Street	94.9	95.1	95.6	96.1	94.7	-1.4
Morton Street	89.6.	90.2	91.5	93.0	91.0	-2.0
Newton Street	90.2	92.0	93.5	94.0	91.7	-2.3
Oliver Street	93.9	94.0	95.1	95.6	93.7	-1.9
Quitman Street	89.4	89.9	92.3	93.0	90.7	-2.3
South Street	91.6	93.2	93.5	94.0	92.0	-2.0
Warren Street	93.0	93.8	94.4	94.9	93.3	-1.6
Wilson Avenue	94.5	95.6	96.0	96.5	95.3	-1.2
Wilson, Harold	91.8	92.6	91.4	93.0	88.7	-4.3

**SCHOOL LEADERSHIP TEAM II
ATTENDANCE RATES**

SCHOOL	1995-96	1996-97	1997-98	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENCE
Arts High	91.8	91.0	91.6	92.0	91.1	-.9
Barringer High	81.7	81.7	82.7	85.0	82.0	-3.0
Central High	76.9	79.7	80.6	85.0	80.1	-4.9
COED/Tech. Prep.	N/A	89.0	89.9	90.0	90.5	+.5
East Side High	81.8	81.4	82.4	85.0	82.1	-2.9
HS Redirection	52.6	61.5	61.8	N/A	N/A	N/A
Montgomery High	76.4	73.6	82.2	85.0	80.6	-4.4
Newark Evening High	N/A	N/A	N/A	N/A	N/A	N/A
Science High	92.7	93.6	93.6	94.0	92.3	-1.7
Shabazz, Malcolm X	79.2	77.1	80.7	85.0	77.4	-7.6
University High	91.6	93.7	94.5	95.0	91.9	-3.1
Weequahic High	74.4	78.4	79.6	84.0	82.4	-1.6
West Kinney Alt. High	71.3	72.8	67.1	73.0	62.7	-10.3
West Side High	82.9	82.4	86.0	89.0	88.1	-.9

SCHOOL LEADERSHIP TEAM III**ATTENDANCE RATES**

SCHOOL		1995-96	1996-97	1997-98	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENCE
Avon Avenue	*	89.4	91.2	91.8	90.0	91.4	+1.4
Belmont Runyon	*	91.3	92.3	94.5	94.0	93.4	-.6
Bragaw Avenue		90.8	93.1	92.9	94.0	92.6	-1.4
Brown, William H.	*	89.9	90.7	92.1	90.0	91.6	+1.6
Bruce Street		90.2	91.6	92.3	94.0	92.5	-1.5
Carver, Geo. W.		92.1	93.2	93.3	94.0	92.5	-1.5
Chancellor Avenue		91.5	93.8	93.7	94.0	92.7	-1.3
Chancellor Annex		92.5	93.3	93.3	94.0	92.8	-1.2
Clinton Avenue		91.8	91.5	93.3	94.0	93.1	-.9
Dayton Street		90.7	92.3	90.5	94.0	90.1	-3.9
Hawthorne Avenue	*	89.5	91.7	92.6	90.0	92.4	+2.4
Madison		92.7	93.2	93.6	94.0	93.7	-.3
Maple Avenue		92.1	92.6	94.0	94.0	93.6	-.4
Maple Avenue Annex	*	92.9	95.1	94.4	94.0	94.1	+.1
Miller Street	*	92.5	93.5	94.2	94.0	93.0	-1.0
Peshine Avenue		91.1	93.4	93.4	94.0	92.9	-1.1
Spencer, Louise A.	*	90.4	89.8	90.7	90.0	91.2	+1.2

* Benchmarks were inadvertently set lower than actual attendance for 1997-98

SCHOOL LEADERSHIP TEAM IV**ATTENDANCE RATES**

SCHOOL	1995-96	1996-97	1997-98	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENCE
Abington Avenue **	92.9	93.2	93.8	93.8	93.6	-.2
Branch Brook *	85.3	89.1	92.2	90.0	90.0	-
Broadway Elem. **	90.4	82.3	93.1	93.1	91.3	-1.8
Clemente, Roberto**	91.0	91.9	92.9	92.9	92.2	-.7
Elliot Street **	92.3	93.3	94.4	94.4	92.9	-1.5
First Avenue **	94.0	94.8	95.4	95.4	94.0	-1.4
Flagg, Dr. E. Alma **	92.1	92.3	92.1	92.1	91.5	-.6
Franklin **	91.6	92.8	93.3	93.3	92.6	-.7
Hernandez, Rafael **	89.0	90.0	90.5	90.5	90.6	+.1
Horton, Dr.	92.1	92.0	92.1	92.1	92.1	-
Wm. H. **						
Marin, Luis Marin **	90.7	89.7	92.2	92.2	93.3	+1.1
McKinley **	90.3	91.7	90.2	90.2	91.0	+.8
Ridge Street **	93.0	93.3	93.8	93.8	92.9	-.9
Roseville *	88.7	87.7	92.8	90.0	92.1	+2.1
Sussex Avenue *	90.1	91.5	90.8	90.0	91.2	+1.2

* Benchmarks were inadvertently set lower than actual attendance for 1997-98

**1997-98 were inadvertently recorded as benchmarks

SCHOOL LEADERSHIP TEAM V**ATTENDANCE RATES**

SCHOOL	1995-96	1996-97	1997-98	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENCE
Alexander Street	93.0	93.9	93.9	95.0	92.4	-2.6
Boylan Street	90.0	89.9	88.2	90.0	85.0	-5.0
Camden Street	91.9	93.6	93.8	95.0	93.4	-1.6
Camden Middle	90.6	92.5	91.3	95.0	92.0	-3.0
Fifteenth Avenue	88.7	90.7	91.8	95.0	91.1	-3.9
Fourteenth Ave.	91.1	92.2	92.5	95.0	92.1	-2.9
Kennedy, John F.	82.4	84.3	86.6	90.0	89.4	-.6
Lincoln	94.1	95.0	94.2	95.0	94.2	-.8
Mount Vernon	94.2	94.0	94.2	98.0	94.0	-4.0
N.J. Regional	88.4	90.3	93.3	95.0	92.5	-2.5
South 17 th Street	90.1	90.4	91.5	92.0	91.9	-.1
Speedway Ave.	93.6	93.0	93.2	93.0	92.5	-.5
Thirteenth Ave.	89.7	91.0	92.1	92.5	91.7	-.8
Tubman, Harriet	94.0	94.8	95.1	95.4	95.2	-.2
Vailsburg Middle	90.3	90.6	91.3	94.3	89.9	-4.4

SUMMARY OF STUDENT PERFORMANCE

PERCENTAGES OF STUDENTS BY SCHOOL SCORING AT OR ABOVE STATE MANDATED LEVEL OF PROFICIENCY

HIGH SCHOOL PROFICIENCY TEST 11 – READING

GRADE 11

SCHOOL	1995-96	1996-97	1997-98 ACTUAL	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENC E
Arts High	97%	95%	94%	96%	98%	+2
Barringer High	48%	45%	48%	50%	49%	-1
Central High	37%	39%	53%	60%	30%	-30
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A	N/A
East Side High	67%	70%	70%	72%	58%	-14
High School Redirection	28%	30%	14%	N/A	N/A	N/A
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A	N/A
Science High	98%	100%	99%	100%	90%	-10
Shabazz, Malcolm X. High	46%	55%	55%	57%	35%	-22
University High	100%	100%	100%	100%	97%	-3
Weequahic High	57%	57%	51%	53%	35%	-18
West Kinney Alt. High	8%	50%	20%	22%	11%	-11
West Side High	62%	45%	48%	50%	44%	-6
Technology High	-	61%	60%	62%	43%	-19

SUMMARY OF STUDENT PERFORMANCE

PERCENTAGES OF STUDENTS BY SCHOOL SCORING AT OR ABOVE STATE MANDATED LEVEL OF PROFICIENCY

HIGH SCHOOL PROFICIENCY TEST 11 – MATH

GRADE 11

SCHOOL	1995-96	1996-97	1997-98 ACTUAL	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENC E
Arts High	96%	93%	83%	85%	86%	1
Barringer High	46%	53%	34%	36%	55%	19
Central High	45%	38%	38%	40%	35%	-5
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A	N/A
East Side High	70%	73%	62%	64%	65%	1
High School Redirection	20%	N/A	18%	N/A	N/A	N/A
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A	N/A
Science High	100%	100%	98%	100%	98%	-2
Shabazz, Malcolm X. High	39%	47%	30%	32%	34%	2
University High	100%	100%	92%	94%	97%	3
Weequahic High	64%	69%	36%	38%	49%	11
West Kinney Alt. High	38%	46%	18%	23%	14%	-9
West Side High	45%	45%	34%	36%	45%	9
Technology High	-	71%	43%	46%	49%	3

SUMMARY OF STUDENT PERFORMANCE

PERCENTAGES OF STUDENTS BY SCHOOL SCORING AT OR ABOVE STATE MANDATED LEVEL OF PROFICIENCY

HIGH SCHOOL PROFICIENCY TEST 11 – WRITING

GRADE 11

SCHOOL	1995-96	1996-97	1997-98 ACTUAL	1998-99 BENCHMARK	1998-99 ACTUAL	DIFFERENC E
Arts High	99%	100%	95%	97%	96%	-1
Barringer High	56%	53%	50%	52%	52%	0
Central High	45%	42%	50%	52%	39%	-13
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A	N/A
East Side High	72%	74%	67%	69%	66%	-3
High School Redirection	24%	7%	27%	N/A	N/A	N/A
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A	N/A
Science High	99%	99%	99%	100%	100%	0
Shabazz, Malcolm X. High	56%	55%	58%	60%	64%	4
University High	100%	98%	95%	98%	97%	-1
Weequahic High	64%	61%	41%	43%	62%	19
West Kinney Alt. High	25%	42%	11%	18%	33%	15
West Side High	68%	50%	47%	50%	55%	5
Technology High	-	39%	41%	44%	56%	12

WHOLE SCHOOL REFORM

Throughout the 1998-1999 school year the Newark Public Schools District provided an extensive series of informational meetings and training sessions for district staff, parents and community meetings. These meetings were coordinated by the Superintendent's office, the five School Leadership Team offices, the Department of Teaching and Learning, the Office of Educational Services, and the Office of Instructional Staff Development.

The following is a summary of these meetings:

Superintendent's Monthly Principals Meetings: (Prior to SY 99 these meetings were limited to the district principals. However, since the theme of these meetings for SY 99 was Whole School Reform, the meetings were opened to vice principals and SMT members as well. In particular schools were encouraged to include parent and community SMT members.)

August, 1998	General Overview – Presentations by Drs. Barbara Anderson and Thomas Cochran
October, 1998	Developer's Presentation – <i>Success For All</i>
November, 1998	Developer's Presentation – <i>Modern Red Schoolhouse</i>
December, 1998	Developer's Presentation – <i>Accelerated Schools</i>
February, 1999	Developer's Presentation – <i>School Development Program</i>
March, 1999	Developer's Presentation – <i>Communities For Learning</i>
April, 1999	Summary Session/Making Wise Choices – Dr. Thomas Cochran

School Leadership Team Principals and Community Meetings: Each of the district's five School Leadership Teams, (SLTs), held monthly principals meetings. WSR was included in the agenda for every one of these meetings; serving as a focal point and guiding all discussion and actions. Individuals with specific areas of expertise, such as budgeting, personnel and facilities, were brought in to facilitate understanding. At this level, with fewer principals and a greater commonality, presentations and discussions could be more individualized.

Each of the SLTs also held monthly community meetings. SLT I, which comprises both the city's East and Central Wards, holds meetings in each ward to afford greater community access. Meetings are held both during the day and in the evening, with provisions made for children attending with parents. Throughout the school year these Newark Teachers Union Building Representatives Meeting: This meeting was provided, at the request of the Newark Teachers Union, (NTU), to provide the NTU building representatives with a fuller understanding of WSR, its impact on teachers, and the important role and responsibility teachers have in it. The NTU has been actively involved in the WSR process, and has made a concerted effort to keep its membership informed. Representatives from PIRC North attended and participated in this session.

Central Office WSR Meetings: These sessions were designed to provide the staff from the various instructional and non-instructional central office departments with information on WSR, their role and responsibilities relative to WSR, and how they role and responsibilities in general would change. Opportunities were included for Q & A, group discussions, and planning.

December, 1998 General Session – Central Office Staff
 May 19, 1999 Focus Session – Department of Human Resource Services

Cohort II/III Principals Meetings: These sessions were designed to address specific concerns and needs expressed by principals based on the stage each school was at in selecting a WSR model. Representatives from PIRC North attended and participated in both the April 23rd and May 13th sessions.

April 23, 1999 Cohort II “Next Steps” session
 May 13, 1999 Cohort III “Where are We & Where Do We Go From Here?”
 June 10, 1999 Cohort II SFA session with representatives from SFA

Early Childhood Community/External Providers Sessions: Throughout the school year the Office of Community Affairs and the Office of Early Childhood worked collaboratively to provide information and question and answer sessions for parents, community, and private early childhood providers. The objective was to fully inform all segments of the district community regarding the WSR early childhood mandates and the district’s plans to meet these mandates. These meetings included the following:

October 2, 1998	Early Childhood Conference at Rutgers-Newark
November 18, 1998	Meeting with Committee for Advocates for Newark Children
December 11, 1998	Early Childhood Meeting with Childhood Advocates
January 6, 1999	Community Meeting in the Ironbound
March 17, 1999	Community Meeting at the Metropolitan Baptist Church
March 31, 1999	Meeting with External Providers
April 1, 1999	Meeting with External Providers

Cohort II and Secondary SMT Training Sessions: These sessions were designed as an introduction to training for SMTs that would be fully functioning during SY 2000. The sessions provided an overview of the role and responsibility of the SMT, with brief introductory presentations on team building, developing a budget, and personnel issues.

Representatives from PIRC North attended and participated in planning, presenting, and critiquing the sessions. Sessions were organized based on the level of the school, (elementary/secondary), and the WSR model selected.

May 7, 1999	May 12, 1999	May 20, 1999
June 4, 1999	June 11, 1999	June 12, 1999

Parents were successfully involved in the dissemination of information on Whole School Reform in the Newark School district. There were several initiatives sponsored or co-sponsored by the Office of Community Development, designed to provide opportunities for parent and community leaders to be involved in the dissemination of information to the larger community on WSR.

A Parent and Community Leaders Symposium was held at Rafael Hernandez School on Saturday, October 17, 1999. The symposium was sponsored by The Newark Parents Leadership Development Institute to engage parents and other involved

community members in the Whole School Reform process. Representatives from the State Department of Education, the Education Law Center, Newark Public Schools and informed parent leaders, participated in a panel discussion and workshops on Whole School Reform. Rotation workshops included information and discussion of the following topics:

1. Reform Models
2. School Management Teams
3. Family Services
4. High School Programs

District parent leaders were instrumental in having district Whole School Reform printed material and documents translated from English into Spanish for the large Spanish speaking population of the city of Newark.

Parent Interns of The Newark Parents Leadership Institute participated in a series of Whole School Reform outreach meetings at the schools to involve and inform other parents and community members about WSR initiatives. Meetings were presented at various days and times to give working parents the opportunity to be involved and learn more about their rights to be involved in the planning and implementation of WSR in the district. Whole School Reform Survival Kits for Parents were designed and reproduced by the Parent Interns for distribution at parent meetings and workshops.

The district Parent Involvement Service Centers also featured Whole School Reform Centers created by the collaborative effort of parent leaders and Community Development Office staff. Whole School Reform Survival kits were disseminated to visitors to the centers. The WSR Survival Kits for Parents were available to parents in both English and in Spanish.

To inform, guide and support schools in the exploration of Whole School Reform models, fact sheets describing approved models were produced and distributed in English and Spanish. The fact sheets provided background information on each Whole School Reform model and included the following:

- Components of the models
- Focus and main features of the models
- Brief references to research evidence
- Confirmation of models' alignment with Core Curriculum Content Standards
- Outline of required training for administrators/staff
- Telephone, fax and web site contacts

Whole School Reform model fact sheets were disseminated to school leadership teams and all schools, parent resource centers and local community based agencies. Fact sheets were also discussed and distributed during presentations at parent meetings and community forums.

During the months of September, October, November, 1998 and January, February, 1999, the monthly Superintendent's Conferences provided elementary principals, vice principals

and school management teams with the opportunity to attend in-district Whole School Reform presentations by the developers. Presentations by the developers included the following models.

- Success For All
- Modern Red Schoolhouse
- Accelerated Schools
- Comer School Development Project
- Community For Learning-ALEM

The Office of Instructional Technology has worked with Cohort I and the School Management Team (SMT) to develop a technology plan as per Abbott regulations. Staff has continued to work with Cohort II schools and SMTs to develop plans that integrate technology into Whole School Reform model.

The Office of Instructional Technology will continue to attend Whole School Reform training sessions and work with schools to integrate technology.

Summary of Elementary School Initiatives

In order to raise student performance on the Elementary School Proficiency Assessment, and the Grade Eight Proficiency Assessment the District implemented a number of initiatives in the major content areas. Many of these initiatives were briefly described in the introductory comments to the report. The following paragraphs present an expanded description of these major initiatives.

In the area of science, a systemic reform plan was developed, which included a comprehensive staff development program that involved the National Science Resource Center. There are five critical areas to the plan: curriculum development, professional development, materials support, communication and assessment. The pedagogical strategy undergirding the reform plan was one that promoted reflective practices, and inquiry-centered scientific reasoning. During the school year over a hundred and sixty (160) district staff participated in each of the four (4) regional administrative units in the National Science Resource Center "Leadership and Assistance for Science Education Reform" regional planning institute.

In 1998, the District established and opened the Benjamin Banneker Science Center. The center was created in order to generate public awareness about science and technology, as well as providing a facility for students, parents and teachers to become engaged in science education and exploration. The center houses exemplary materials and equipment that are made available for school site usage. Approximately 6,400 students engaged in age and developmentally appropriate activities at the center.

Finally, the district has identified in each of the elementary schools, a lead science teacher. These teachers were provided with the first stage of a comprehensive professional development program. The envisioned role of the lead science teachers is to support and assist in the growth of teachers in implementing the science proficiencies delineated in the core curriculum.

The district continued to expand its Algebra initiative in the middle grades by increasing the number of teachers qualified to teach Algebra, and by enrolling all eligible students in an Algebra class in the eighth grade. Through its partnership with Montclair State University an additional thirty-five (35) teachers in Cohort III participated in the program. In addition, the middle grades Mathematics Curriculum was restructured based on the findings of the Third International Math and Science Study (TIMSS). This restructuring has resulted in a focused curriculum for each grade. For example at Grade 5 the focus is on Physical Measurement and Standard

Fractions, Grade 6: Fractions, Grade 7: Proportional Thinking and Grade 8: Pre-Algebra and Algebra.

A similar restructuring of the fourth grade curriculum has taken place. This restructuring is founded on the requirement of the NJCCCS as outlined in the Directory of Test Specifications for ESPA. In order to improve upon teacher capacity to effectively teach the standards several ESPA academies were held throughout the school year and over two hundred and sixty teachers and staff developers participated in the institutes. The

topics of the institute focused on the ESPA mathematics content clusters as well as content specific instructional pedagogies.

The Annual Math Fair and Math Olympics were also held this year at the New Jersey Institute of Technology. Over 180 projects were submitted for the Math Fair, and every elementary school submitted at least one (1) project. A panel of judges representing institutions of higher education, the school district and community evaluated and judged the projects.

A variety of opportunities, experiences and training occurred in the areas of Language Arts Literacy. Several inservice sessions were held on picture and poem prompts. The prompt design and requirements were reviewed, and teachers were inserviced on how to assist students in using the process. All grade 4, 7 and 8 teachers were inserviced, to include special area staff such as the art teachers. This involved three (3) sessions spaced to allow for participants to return with examples of student work. Support staff attended extra sessions during grade level meetings; SLT sessions and staff development sessions at school sites. There were modeled lessons in many sites and a schedule of required assignments and procedures were put in place to monitor the process.

The mid-term and final examinations were redesigned to align with the Core Curriculum Content Standards. At grades K through 3, all literacy staff developers and classroom teachers were trained in the use of the Developmental Reading Assessment Kit. This assessment tool serves an important role in the early detection of problem areas in literacy. Instruction in the use of Running Records was also conducted with participating groups made up of staff developers, primary teachers and administrators. Approximately two hundred and seventy-eight (278) instructional staff members participated in these workshops. At the seventh grade all students took a GEPA Practice Test. The goal of administering the test was to identify areas of strengths and weaknesses in Language Arts Literacy with a view towards improving instructional planning in the upcoming school year.

A series of writing workshops facilitated by Columbia University were held for seventh and eighth grade teachers, staff developers and language arts literacy resource teachers. The workshops were interactive, and were designed to allow for the comprehension of theory and the relationship of personal experiences to writing. These workshops were followed by multi-site visits in the classroom with the facilitators first modeling, then working with the classroom teachers. Debriefing sessions were held to extend teachers' knowledge base.

The District has also held a number of awareness sessions designed to assist teachers in the non-tested grades improved their knowledge of the requirements of ESPA and GEPA. These sessions included third, fifth, sixth and seventh grade language arts literacy teachers. Over three hundred and ten teachers have participated in these sessions.

Expansion of early primary grade interventions occurred through the Reading Recovery Program. Review of preliminary data indicates that approximately forty percent (40%) of eligible first grade students received support through the Reading Recovery program. Another major initiative at the primary grades was the implementation of the Children Literacy Program. Two hundred teachers in grades Pre-K and K have received training.

The training covered such strategies as: read aloud, literacy center, shared reading and interactive writing

A major thrust of the District programming was increasing the number of schools offering after school program. The District increased the number of After School Youth Development sites from

forty-four (44) to fifty-four (54). New sites were opened at Camden Middle, Vailsburg Middle, Harold Wilson Middle, Mount Vernon, Franklin, Roseville Avenue, South Street and So. 17th Street. Two (2) special education schools, Branch Brook and John F. Kennedy also opened up sites.

The District continued two (2) partnership programs with the Newark Public Library. These programs are designed to provide opportunities and experiences that are correlated with school and classroom programs. For example, one partnership agreement involved the provision of homework assistance through the creation of homework clubs in ten (10) neighborhood libraries. To ensure that adequate instructional assistance was provided to students, each club was staffed with a licensed tutor. During the school year, over 1,500 students at the elementary level participated in the homework assistance program.

In addition, extended access to the Newark Public Library was provided through the Saturday morning four-hour program, at ten (10) public library branches. Participating students were afforded the opportunity to use library collections that included research and recreational reading materials and copies of district textbooks, as well, to complete homework and assigned projects.

Students were also afforded enriching experiences through the New Jersey Performing Arts Center. Staff from the center established resident institutes in several elementary schools, which institutes focused on many of the standards associated with the core curriculum.